

Business Education *Forum*

MARCH, 1955
VOL. IX, NO. 6

UNITED BUSINESS EDUCATION ASSOCIATION

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- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- SHORTHAND • BASIC BUSINESS
- TYPEWRITING • OFFICE MACHINES
- BOOKKEEPING • TEACHING AIDS
- STANDARDS • RESEARCH
- THE FUTURE BUSINESS LEADER

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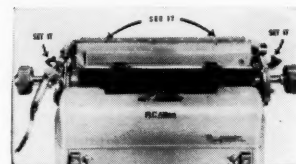
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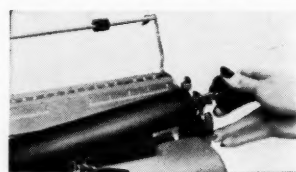
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AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

THE FUTURE BUSINESS LEADER



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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NABTTI Bulletins

Since its inception in 1927, the National Association of Business Teacher-Training Institutions has released sixty-one bulletins. The United Business Education Association, a Department of the National Education Association, has been authorized to sell these publications at the single copy rate of \$1.00 or at 80 cents each when ten or more copies of the same number are purchased. Because the supply of certain numbers has been depleted, it is advisable to use the Clip 'n Mail coupon when placing an order for the bulletins. Postage will be paid on orders accompanied by remittance.

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| 1. | Proceedings of Third Annual Conference. February 1930, 20 p. |
| 2. | Proceedings of Fifth Annual Conference. February 1932, 26 p. |
| 3. | Proceedings of Sixth Annual Conference. July 1933, 30 p. |
| 4. | Proceedings of Seventh Annual Conference. May 1934, 32 p. |
| 5. | Research in Commercial Teacher Training. November 1934, 28 p. |
| 6. | Practices and Problems in Commercial Teacher-Training Institutions. February 1935, 28 p. |
| 7. | Practices and Problems in Commercial Teacher-Training Institutions. May 1935, 24 p. |
| 8. | Proceedings of the Eighth Annual Conference. June 1935, 28 p. |
| 9. | Research in Commercial Teacher Training. March 1936, 22 p. |
| 10. | Methods Requirements in Commercial Teacher Training. May 1936, 43 p. |
| 11. | Practice Teaching and Business Experience in Commercial Teacher-Training Institutions. January 1937, 30 p. |
| 12. | Proceedings of Tenth Annual Conference. May 1937, 30 p. |
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| 14. | Suggested Programs for Commercial Teacher-Training Institutions. February 1938, 28 p. |
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| 19. | Committee on Policies Progress Report. February 1940, 30 p. |
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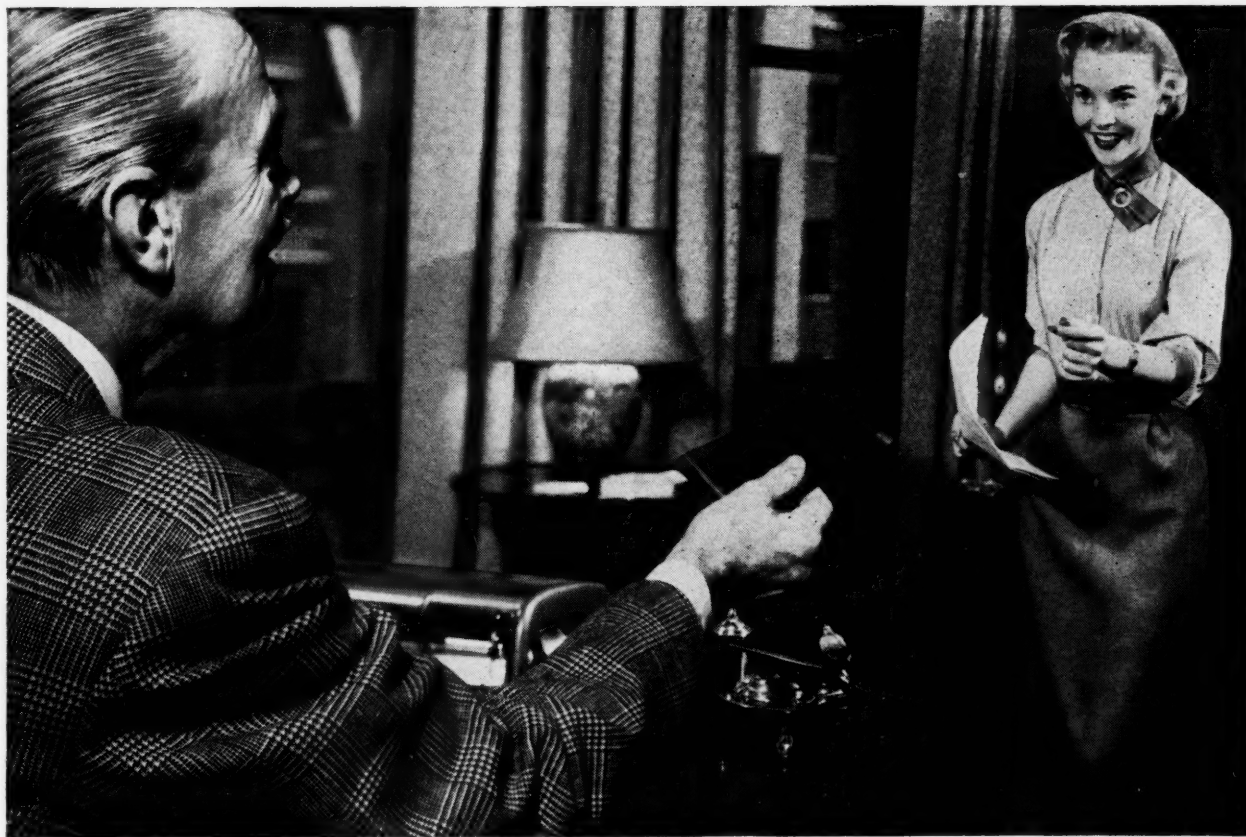
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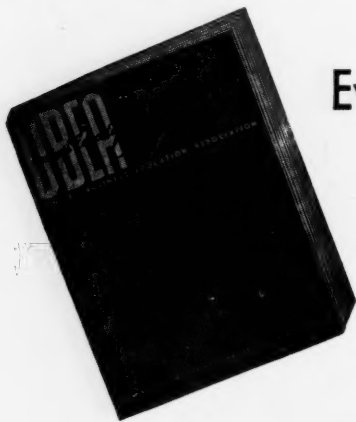


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Evaluation of Concepts, Understandings, and Attitudes in Basic Business

In This Issue

► The contributors to the Feature Section in this issue do not offer their efforts as the final word in evaluation. All felt it was a difficult assignment, but were more than willing to experiment. They wish these initial efforts to be examined, administrated, evaluated, and improved by our readers. Please send your helps to the contributor or to the basic business editor. It is strongly urged that others in the area construct similar instruments. It is greatly hoped that in a short while, the BUSINESS EDUCATION FORUM will be able to report that considerable progress has been made in evaluation in basic business education.

► Again, the editors of the Services Section have collected some down-to-earth articles for teachers of transcription, typewriting, bookkeeping, office machines, and office practice. A list of free and inexpensive materials for the basic business teacher and the brief of a research study round out the section designed for the busy teacher who is looking for new devices and techniques.

► The fourth in the series of "Know Your UBEA" articles describes briefly the UBEA Representative Assembly. Forty-eight organizations for business teachers now have the privilege of participating in the deliberations of the Assembly. Affiliated associations should choose their ablest and strongest members to represent them. Vitrally important professional activities result from assemblies composed of well-informed and alert delegates.

► Membership is essential to the growth and services of UBEA. One thousand "new" members is our Association's goal for March, April, and May. In this

MEASUREMENT OF LEARNING in business education has always concerned the teachers in this area. How to measure accuracy in transcription, speed in typewriting, debits and credits in bookkeeping have given educators reason to try different techniques at various times and under certain conditions. But the problem appears to be more easily solved than is the one in measuring the effectiveness of learning basic business.

To test for facts such as the essential elements of a contract, the provisions of the Wool Products or Fur Products Labeling Acts, Social Security tax rates may be done by means of an essay test, oral recitation, or one of the short answer construction type such as true and false, completion, or multiple choice. Testing for facts is just one portion of the basic business evaluation though many teachers believe it is the only way to measure their pupils. Many facts in basic business change very rapidly and to insist on verbatim repetition of details appears needless for adult economic life. Facts are a basis for action, for attitudes and understandings. These are considered more permanent and more important for economic happiness.

What are the attitudes, understandings, and beliefs that we wish to teach in basic business? No agreement among the authorities has been reached. Some believe that these attitudes and understandings can best be expressed by stating concepts. Webster defines concept as an idea. Should a concept be entirely free from information? Should it be a broad belief? Who shall decide its importance?

Although these concepts have not been established, confirmed by experts, or emphasized in our educational literature, they have been taught more or less in an incidental way in many of the basic business classrooms. For example, many teachers may have stressed personal financial goals when concerned with consumer credit. However when the time came for measurement, the pupils were asked to recall interest formulas and work out difficult mathematical problems. These were given for reasons of discipline, stressing facts, easy to grade, and the like. The essential beliefs for personal credit use were forgotten.

How can we measure concepts, understandings, and attitudes? To encourage basic business teachers to study this problem, the editor of this issue asked the contributors to present their thinking, not in an abstract or general way, but to construct specific evaluation instruments. The reader will observe that some are for the ninth or tenth grader in the first year of a general business course, others are for the senior in economics or consumer law, while a few may be used by the first-year college student. All needed to be considered in basic business methods classes. — GLADYS BAHR, *Issue Editor*.

issue, two members provide appropriate messages for your use in recruiting members. You are urged to read the articles on page 36, then invite at least one non-member to share with you in building our profession.

► The March, 1947, issue of the FORUM was the first to come from the press. As each March issue is "put to bed," the production staff reflects on the marvelous cooperation of the various editors, con-

tributors, and other members who have made the FORUM the official spokesman for business education.

The many good articles that have been contributed since Volume I, Number 1, have had far-reaching effect. The production staff joins the readers in saying "thank you" to all who have contributed so much to the promotion of better business education through the pages of BUSINESS EDUCATION FORUM.—H.P.G.



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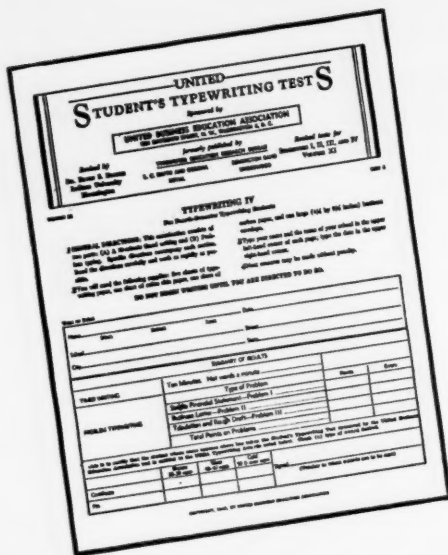
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THE Forum

Evaluating Attitudes Toward Buying Practices

An unbalanced attitude toward some of the common buying principles may be responsible for wasteful expenditures.

By RAY G. PRICE
University of Minnesota
Minneapolis, Minnesota

CONSCIOUSLY or unconsciously all of us are influenced in our buying by a number of factors. As consumers we have certain principles, prejudices, and beliefs that guide us. At one extreme is the buyer who never questions the motives of the seller, the truthfulness of advertising, the adequacy of the information on labels, or the fairness of the price asked. His exact counterpart is the consumer who trusts no one and is skeptical of all matters pertaining to the seller. Between the two are the masses who are some of each.

As teachers of basic business or consumer problems we should have some insight into the attitudes of our students toward at least the commonly held concepts of consumers. One philosopher has aptly described an attitude as a combination of knowledge, notion, and emotion. If too much of any one is present, then we have an unbalanced attitude. An unbalanced attitude toward some of the common buying principles may be responsible for wasteful expenditures. For example, the person who is guided by the concept that one should always buy the highest quality evidences an attitude made up entirely of notion and emotion. His lack of knowledge may cost him money.

The Shopping Attitude Inventory is designed to explore attitudes held by students. There are no correct or incorrect answers. Almost complete agreement will be found on some of the items while others will prove more debatable. Those on which there is a wide divergence of opinion can form the basis for a very interesting discussion. Often misconceptions can be cleared up in this way. Students guilty of believing certain things to be true without knowing why may begin to question the reasons.

A number of statements can be classified into groups to check on the consistency of a student's attitude. For example, Nos. 3, 13, 17, 23, and 32 all have to do with buying on credit.

Shopping Attitude Inventory

Please indicate your reaction to each of the following statements by circling the number that best expresses your attitude. If you agree wholeheartedly with a state-

ment, you should circle No. 1. On the other hand, if you disagree entirely, you should circle No. 4. Where you are uncertain about a statement, circle No. 5. For statements with which you agree for the most part with perhaps only one or a few minor exceptions, No. 2 should be circled. In other words No. 2 indicates that you agree with the statement more than you disagree. A circle around No. 3 means that under some conditions you agree and under others you do not. Do not omit any statement.

Use the following code to indicate your attitude regarding each of the statements: (1) Always agree, (2) almost always agree, (3) sometimes agree, (4) never agree, (5) uncertain.

1. It pays to shop around for most of the things you buy. 1 2 3 4 5
2. Advertising, if properly interpreted, is one of the most useful guides to the buyer. 1 2 3 4 5
3. Wise buyers do not make use of charge accounts. 1 2 3 4 5
4. Large super markets offer food buyers the best bargains. 1 2 3 4 5
5. More consumer products should carry grade labels. 1 2 3 4 5
6. Nationally advertised products are good buys. 1 2 3 4 5
7. Information on labels is superior to advertising as a source of information for the consumer. 1 2 3 4 5
8. The wise consumer always buys the best quality. 1 2 3 4 5
9. Magazine seals (GOOD HOUSEKEEPING, PARENTS, and others) are guarantees of quality. 1 2 3 4 5
10. Consumers are adequately protected by government agencies. 1 2 3 4 5
11. You pay for the name in buying widely advertised products. 1 2 3 4 5
12. Discount houses give better deals than regular retail stores. 1 2 3 4 5
13. Buying for cash is always the best policy. 1 2 3 4 5
14. Most sales clerks know their merchandise and are very helpful to consumers. 1 2 3 4 5
15. Consumers would be better off without advertising. 1 2 3 4 5
16. Government grades on food products are a reliable buying guide. 1 2 3 4 5
17. Cash buying tends to prevent over-buying. 1 2 3 4 5
18. Advertising causes consumers to buy things they do not need. 1 2 3 4 5
19. Name brand products are better buys than unknown brands. 1 2 3 4 5
20. Information provided by consumer testing agencies is a reliable guide to buying. 1 2 3 4 5

"Attitude is a combination of knowledge, notion, and emotion."

- | | | | |
|---|-----------|---|-----------|
| 21. Wise consumers buy through discount houses. | 1 2 3 4 5 | 32. People with charge accounts tend to over-buy. | 1 2 3 4 5 |
| 22. Price is a reliable guide to quality. | 1 2 3 4 5 | 33. What is good for the retailer is good for the consumer. | 1 2 3 4 5 |
| 23. People with charge accounts get better service from stores than do cash buyers. | 1 2 3 4 5 | 34. Buying information published by business concerns should be regarded with suspicion. | 1 2 3 4 5 |
| 24. Guarantees constitute a reliable buying guide for consumers. | 1 2 3 4 5 | 35. Any item of merchandise selling for less than its regular price is a bargain. | 1 2 3 4 5 |
| 25. An additional special tax should be levied against chain stores. | 1 2 3 4 5 | 36. Charge account customers should have to pay more for goods than those who buy for cash. | 1 2 3 4 5 |
| 26. Most advertising is unreliable. | 1 2 3 4 5 | 37. Descriptive labels are more help to the consumer than grade labels. | 1 2 3 4 5 |
| 27. Large department stores have better sales clerks than neighborhood stores. | 1 2 3 4 5 | 38. Good shopping habits are something one is born with—they cannot be learned. | 1 2 3 4 5 |
| 28. Grade labeling should be required for all processed fruits and vegetables. | 1 2 3 4 5 | 39. Medium priced merchandise gives the consumer the most value for his money. | 1 2 3 4 5 |
| 29. The best quality sells for the highest price. | 1 2 3 4 5 | 40. Time and energy required for shopping should receive as much consideration as the expenditure of money. | 1 2 3 4 5 |
| 30. It is a questionable practice for consumers to use retail stores for the purpose of comparing merchandise they plan to buy from a discount house. | 1 2 3 4 5 | | |
| 31. The wise clothes buyer keeps up with the latest in fashion. | 1 2 3 4 5 | | |

Evaluating Attitudes in Basic Business

By DAVID A. BERRY
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TO BRING ABOUT meaningfulness and practicality in the broad instructional area of basic business, the material presented must be keyed to and grounded upon the pupils' knowledges, concepts, and attitudes about business as developed through their experiences, whether real or artificial. Before the teacher can properly predicate the subject matter for greatest learning effectiveness, he has to evaluate, in some manner, the status of his pupils' basic business knowledges (facts), concepts, and attitudes. It is impossible to test for more than one of these factors at any one time. It was to aid teachers in the evaluation of their pupils' basic business *attitudes* that this study and resultant test was dedicated.

Steps in Developing an Evaluation Instrument

1. Formulation of a balanced list of terms or phrases denoting basic business areas.
2. Production of the context of the testing instrument.
 - a. Development of short word descriptions depicting certain business situations associated with related groups of terms from the list.
 - b. The following of each situation description by a series of statements expressing possible attitudes toward the situation.
 - c. Development of an answer key so that the person taking the test expresses his *agreement*, *disagreement*, or *undecidedness* concerning the statement or action.
3. Verification of the validity of the test items by submission to a jury of business education instructors and representative businessmen for rating. Each item is rated *excellent*, *good* or *poor*, according to the two criteria: "Does the item depict an attitude?" and "Is that attitude significant to business?" No item is included that does not receive a high degree of acceptance.

4. Administration of the test to a number of secondary school pupils.
5. Computation of statistical data.
 - a. Validation: coefficient of agreement between the jury of experts as outlined above.
 - b. Reliability, (1) Split half method, (2) Retest method, (3) Over-all reliability. Brown-Spearman prophesy formula based on product moment data, (4) Internal consistency. Correlation between each item and the test as a whole.
6. Summarization and conclusions.

The following test has been submitted to a considerable number of businessmen and business teachers. Corrections have been made after their opinions were expressed. Statistical data are being collected by administering the test to secondary school pupils.

Directions: Read each descriptive set of circumstances very carefully. In the light of the stated circumstances read the numbered statements that follow and decide whether *you agree with the statement*, *are undecided*, or *disagree with the statement or action*.

Then mark the answer sheet as follows: A = Agree; U = Undecided; D = Disagree.

Example: Howard has just been elected treasurer of the Future Business Leaders of America Chapter #2,000.

1. The club members evidently feel that Howard can manage money well. A U D
2. He should . . . etc.

("A" would be encircled in #1 on an answer sheet which is not printed here but consists only of the three letters A, U, D for each of 78 points). There is no time limit; every statement should be marked.

"Attitude testing must be separated from testing for knowledges and concepts."

- A. Mr. and Mrs. Smith have a charge account at a large department store.
1. This is a mistake, because they are apt to buy too much.
 2. This is good, because it makes it possible for them to buy extra things.
 3. They have made a mistake, because credit is basically wrong.
 4. The convenience of a charge account could be very helpful.
- B. A large advertisement has appeared in this morning's newspaper stating that furniture may be purchased at savings up to 50 per cent.
5. If you need the furniture described, it is best to go right down and buy all you can before someone else beats you to it.
 6. One should compare the actual selling prices with comparable goods sold by other stores.
 7. Even if you wanted to buy furniture, a person should disregard the advertisement because it is probably just a trick to take advantage of the uninformed public.
 8. Advertising is wrong. It makes us buy the wrong things.
 9. There is no such thing as a real "sale" where prices are reduced.
- C. Jimmy has an opportunity to travel from New York to Los Angeles.
10. He should take the train because he is more sure of getting there.
 11. Airplane transportation is fast but it isn't safe.
 12. He should avoid riding the bus, because only poor people ride the busses.
- D. Mary has just been offered a summer vacation job in an office. She was told that the work was not hard but that she would be using arithmetic much of the time.
13. Mary should not take the job. After all, it is just a vacation job and why should she worry about arithmetic for such a temporary job.
 14. Taking the job would give Mary a new chance to use her math. It might help her get better grades the next year in school.
 15. She shouldn't work at all in the summer. Goodness, you're only young once.
 16. All employers try to frighten you by telling you that arithmetic is important in business. Actually if they like your personality, you'll be able to hold the job whether you know any mathematics or not.
- E. Mr. Jones has agreed to allow Billy Jones to have a car if Billy will work to earn half of the purchase price. Billy has just become sixteen years of age.
17. Mr. Jones has shown a very fair attitude.
 18. Mr. Jones should give the whole amount needed to purchase the car.
 19. Billy is too young to drive his own car. Students his age are all too reckless and silly.
 20. By earning part of the cost of the car, Billy will take a greater pride and interest in its upkeep.
 21. The more people in a family who are qualified to drive automobiles, the better.
- F. Mrs. Green just received a notice from the bank that her checking account at the bank is "overdrawn," that is to say, more money has been drawn by checks than was deposited.
22. The bank is probably in error. They are usually out to grab every nickel they can.
 23. Mrs. Green might have made a mistake in calculating her bank balance.
 24. Mrs. Green should communicate with the bank as soon as possible and correct the difficulty.
25. Mrs. Green should ignore the whole matter for a while. The bank will find the error and let her know about it.
 26. Mrs. Green ought to go down and give the bank manager a good "bawling out." After all, she has had her account in this bank for several years.
- G. Imagine you have just received a notice of an over due doctor bill and you know it is impossible for you to pay it just now.
27. You should write to the doctor and explain the circumstances.
 28. You should disregard the bill for the time being. After all, money will only go so far.
 29. You should forget the whole thing. Doctors make too much anyhow; he'll never miss it.
 30. Possibly a plan to pay a certain small amount each month should be arranged.
- H. Fred is employed part-time as a stock boy in a local variety store. This afternoon, while working from a ladder, he dropped a table lamp, smashing it completely.
31. He should tell the manager exactly what happened.
 32. He should carefully pick up all the pieces and put them out in the trash can behind the store so as to not cause anyone any worry. What they don't know won't hurt them anyway.
 33. No need to tell anyone. They have to expect a little breakage. And, besides, Fred is only going to work at this job for a few more weeks.
 34. Sometimes it is better to tell a small lie to cover up a difficulty, rather than to cause needless stir and argument.
 35. What difference does it make? People usually make too much useless fuss about the old fashioned idea of honesty.
 36. Being dishonest does something to the character of the person involved.
- I. Billy Hall has been offered a position in his father's business, with the understanding that if he does well, he may become the new owner.
37. This is a good opportunity for Billy to work hard and earn the honor and reward of "owning the business."
 38. This is an example of how management in business usually works. People get the good jobs by "pull" instead of through hard work and real ability.
 39. Billy has just as much right to prove himself as a good executive of the business as anyone else.
 40. Billy is probably a spoiled "brat" who never had to get out and "dig" for what he got.
 41. There should be a law against keeping business management within a family.
- J. Potatoes are for sale in the same store at two different prices.
42. It goes without saying, the higher priced potatoes are the better.
 43. All potatoes are the same. You should buy the lower priced ones.
 44. Size, shape, age, grade, and intended use would have to be compared before the prices would have real meaning.
 45. If examination showed that they were of the same quality, you should still buy the higher priced ones because they must be better.
 46. What difference does it make. There is only a few cents difference. Goodness, life is too short to worry over such unimportant matters.
- K. During an afternoon, two different men came into a loan office to apply for a loan. The first man had a steady job, good character references, and a reasonably good credit rating. He was granted a loan as he requested. The second man, Mr. Brown, had moved around the country quite a bit, and had

"Pupils may decide their attitudes by stating agreement, disagreement, or indecision with the statement or action given."

- been employed in his present position only two weeks. He knew no one locally that could vouch for his credit. He was denied his request for a loan.
47. This is a good example of discrimination. Mr. Brown should have been allowed to "prove himself."
 48. The lender was perfectly justified in choosing to whom he would lend money.
 49. People with a good past are more apt to perform properly in the future.
 50. Investigation of people who are trying to borrow money is all wrong. They won't lend you any money until you prove you don't need it.
- L. It was said that real estate salesmen in a certain area were receiving 5 per cent commission on every house they sold.
51. This is reasonable. A good salesman can help the buyer and the seller a great deal.
 52. The system is wrong. Why should the salesman get a commission? After all, the purchaser is buying a house, not real estate promotion. It should be possible to deal directly with the seller in all cases.
 53. Real estate selling is a big "racket."
 54. Perhaps the real estate agent could persuade the seller to lower his price, which would be of benefit to the buyer.
- M. John's father told him "what do you mean, you don't have enough money? Why, when I was your age, I worked all day long for \$3.50."
55. John's father was actually getting more than it sounds like, because the dollar would buy more things then.
 56. John's father was right. Students today ask for too many non-essential things.
 57. What was received long ago has no direct bearing on the question of how much should be spent now.
 58. Fathers are all the same. No matter what John was getting, his father would try to make him believe that it was harder to get along when he was a boy.
- N. Jane noticed that her father had to pay 6 cents tax on every gallon of gasoline he purchased at the service station last night.
59. This is a good thing. It helps pay for many of the state-provided aids to motorists.
 60. Somebody is probably getting rich. The tax is really not necessary for the good of the people.
- O. Paul has had health insurance for two years through a plan covering the entire family. He has never had an accident or serious illness where he had to use the insurance. Betty, his neighbor, has never had health insurance of any type. Last week, at the plunge, Betty slipped and fell, breaking her arm.
61. If Betty had been insured, she would never have had the accident. People never need insurance when they have it.
 62. It is better to run the chance of getting hurt than to be paying out money all the time on insurance. After all, a broken arm doesn't cost too much.
 63. Paul is foolish to continue his insurance. Obviously he is a careful type of person and is not apt to have any use for health insurance.
 64. Having insurance is an indication that you are afraid of the future; that you have a scare complex.
 65. Insurance is good. It is based on the sharing of a calculated risk. It is good common sense.
- P. Jimmy's mother made out a plan for her next month's buying. She called it her "budget."
66. This was a waste of time. You can never live within a budget.
 67. What difference does it make, you have to spend all your money anyway.
 68. A budget just causes husband and wife arguments and is seldom really worth the bother.
 69. Spending based on a plan is bound to be more intelligent.
 70. How we spend our money can be just as important as the amount we earn.
- Q. Bob was sent to the store to buy the pickles for the class picnic. He insisted on looking carefully at all the labels on the jars before he made a decision.
71. The chances are good that he made a wise choice.
 72. Actually this was of no particular value, since anything really bad contained inside would be hidden from the customer.
 73. The average person becomes more confused when he tries to read labels in detail and therefore should not take the time.
 74. Labels are good. They help us make buying decisions.
- R. Gage Manufacturing Company carries workman's compensation insurance on all of their workers. Last week, Mr. Truet lost a finger in a punch press.
75. They ought to outlaw power equipment.
 76. It may have been Mr. Truet's fault for not taking the proper precautions in the use of the machine.
 77. The bill will be paid by insurance, but Mr. Truet will never get his finger back. This just shows again that "labor always pays and management always gains."
 78. It was the company's fault.

SELECTED READINGS ON BASIC BUSINESS

From Business Education Forum (Vols. I-VIII)

- A "coming-out party" for the class in basic business. Ann Cromwell. 8:30 Jan '54
- A to z in basic business. Gladys Bahr. 5:11 Jan '51
- Academic preparation for teachers of business subjects. Raymond B. Russell. 8:30 Apr '54
- An advanced basic business course. Ramon P. Heimerl. 8:11 Mar '54
- Are we free to analyze our economic system? Gladys Bahr. 6:7 Mar '52
- Are you a good teacher of basic business subjects? Harold B. Gilbreth. 5:35 Dec '50
- Are you a one-fifth, a two-fifths, or a four-fifths teacher? Vernon A. Musselman. 4:36 Oct '49
- Basic business: a functional course. Ellsworth M. Outwin. 7:15 Mar '53
- Basic business belongs. James F. Giffin. 7:31 Nov '52
- Basic business education through consumer information. Eugene H. Hughes. 3:15 Oct '48
- Basic business in times of stress. Harold Gilbreth. 5:9 Mar '51
- Character training techniques. Winifred West 4:32 Apr '50
- Choicemaking: the backbone of consumer education. Mearl R. Guthrie. 7:11 Mar '53
- Comments on general business training problems. Horace M. Meehan. 2:10 Nov '47
- Common ground—common problems. Warren G. Meyer. 4:8 Mar '50
- Community centered motivating devices and procedures. Harold Gilbreth. 5:33 Apr '51
- Consumer education for adults. Jessie Graham. 3:34 Mar '49
- Consumer education in the secondary curriculum. Henry Harap. 2:12 Oct '47
- Consumer in the marketing system. Hugh G. Wales. 3:37 Mar '49
- Consumer problems: a basic course. Arch W. Troelstrup. 7:13 Mar '53
- Contribution of popular magazines to consumer education. Wilmer Maedke. 8:37 Oct '53

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Evaluating Attitudes on Taxes and Taxation

By THEODORE WOODWARD
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SOMEONE has said that the only things certain in life are taxes and death. About the inevitability of the latter, there is no argument. About the first, there is always argument; not about their certainty but of their fairness, incidence, and burden.

Taxes are everybody's business because everybody pays them in one form or another. Taxes have a personal impact. They are of constant concern to government, business, and the individual. As the world-wide responsibilities of the United States have expanded and as local, state, and federal services to citizens have increased, taxes have gone up—at all levels. To back up our foreign commitments and to provide necessary services at home cost money; and that money comes from taxes.

As an essential of economic and civic education, it is incumbent upon schools to teach some of the fundamental concepts and understandings and to inculcate desirable attitudes about taxes: (a) that taxes are tied up with the public welfare; (b) that taxes are used for co-operative, civic enterprises, a sharing of social expenses that an individual could not afford alone; (c) that taxes for the common good represent democracy in action; (d) that since, regardless of income or future occupation, everyone will pay taxes, a knowledge of and an informed opinion about taxes is necessary for intelligent citizenship.

The teacher of basic business subjects or of any course which includes a unit on taxation has a serious responsibility in providing objective information about taxes and in leading his students to think critically about tax problems. Certainly, an increased sensitivity to the tax burden and a better understanding of the purposes of taxes should result in increased interest in the use of tax money and a more intelligent attitude toward taxation.

We have heard and read a great deal in recent years about attitudes. If not the most important objective of our teaching, desirable attitudes should without doubt be the most important concomitant outcome. Desirable attitudes do not necessarily mean those which conform to the teacher's but those which are reasonable, objective, fair, and which give evidence of critical thinking on the part of the student. Attitudes are manifested toward the government, business, and society. They are often the outgrowth of one's environment, lack of opportunity, and lack of understanding.

The check list following has as its purpose the determination of attitudes toward some of the basic questions

concerning taxes: that perennial problem before the American electorate. It does not go into all phases of taxation; but each item suggests possibilities for much valuable class discussion and provides opportunities for leading students toward a better understanding of taxes. The list should be used before the unit on taxes is presented and again afterwards. It should not be used for purposes of establishing a grade.

Attitude Checklist on Taxes

Directions: If you agree with the following statements, draw a circle around A; if you disagree, draw a circle around D; if you are uncertain, draw a circle around U.

- | | | | |
|---|---|---|---|
| A | D | U | a. It is a privilege to pay taxes. |
| A | D | U | b. The "old tax is the best tax." |
| A | D | U | c. Whether or not taxes are too high depends upon the purposes for which the money is spent. |
| A | D | U | d. Taxation is a device for redistributing the national income. |
| A | D | U | e. A tax should be used as a source of income for the government rather than as a means of bringing about changes in our society. |
| A | D | U | f. Taxes should be elastic so that they can be adjusted to the needs of the government. |
| A | D | U | g. The American tax system falls evenly on all persons. |
| A | D | U | h. Every American citizen should pay some taxes on his income. |
| A | D | U | i. Taxes should be based upon the ability of the individual to pay. |
| A | D | U | j. Those who receive the greatest benefit from government services should pay the highest taxes. |
| A | D | U | k. Greater use should be made of direct taxes, such as taxes on entertainment tickets, automobiles, and luggage. |
| A | D | U | l. Many taxes are based upon political considerations. |
| A | D | U | m. The American tax system "robs the rich" to help the poor. |
| A | D | U | n. A tax should be so placed that it cannot be passed on to others. |
| A | D | U | o. Taxes discourage personal savings. |
| A | D | U | p. Taxes reduce individual incentive for work. |
| A | D | U | q. High taxes on business discourage investment in new plants and equipment. |
| A | D | U | r. Everyone should pay the same rate of tax on his income. |
| A | D | U | s. Income taxes are a more just form of tax than property taxes. |
| A | D | U | t. Taxes should not be concealed in the price one pays for an article. |
| A | D | U | u. Taxes on real estate and personal property should be abolished. |
| A | D | U | v. Sales taxes are just and fair. |
| A | D | U | w. National defense should be on a "pay-as-you-go" basis. |
| A | D | U | x. High taxes curb inflation. |

Instruments and Procedures for Measuring Beliefs...

... In The Business System

By HAROLD LEITH
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THE EVALUATION INSTRUMENT illustrated here is designed to discover pupil understanding of the following four concepts:

1. All costs of producing and distributing goods are borne by the ultimate consumer.
2. The functions of marketing may be transferred from one participant in the marketing process to another, or they may be discharged more efficiently by the persons now performing them, but they cannot be eliminated.
3. The value of money must be considered in relationship to the amount of goods and services it will buy.
4. Mass production, as it is found in the American factory system, tends to lower the unit cost of the product produced. This lowers the selling price and enables more people to buy. The result is a higher standard of living.

Item number one, in the instrument, is designed to discover the pupils' understanding of the first concept in the above list, item number two is designed to test pupils' understanding of concept two, etc. Limited space prevents the inclusion of more than four items. It will be noted that in the instrument illustrated here, each item consists of (1) a problem situation, (2) four possible answers, and (3) six possible reasons for the answer chosen.

An example of the instrument is given here.

Item I

The Midwest Pig Growers' Association is a co-operative marketing association of corn-belt farmers, which takes over all of the pigs which the members wish to sell and markets them for the members. The proceeds of the sale are then divided among the farmers in proportion to the number of pigs turned over to the association. If the Midwest Pig Growers' Association kills and destroys a thousand pigs to keep the price of pork high, which of the following groups of people must bear the loss which results from destroying the pigs?

Answers:

1. The farmer who raised the pigs.
2. The association itself.
3. The large packing houses which buy the remaining pigs.
4. Those who eat pork.

I checked the answer above because:

1. If the pigs had not been destroyed, the price of pork would have gone way down.
2. Farmers do not receive enough for the pigs they raise.
3. All costs of producing and distributing goods are paid by the person who finally uses the goods.
4. The association pays the money to the farmers.
5. The large packing houses have to pay more for the pigs they buy from the association.
6. What is good for business is good for the nation.

Item II

Mr. Jones, a farmer in Central Indiana, noticed that the price of eggs in the city grocery stores was about twice the price he received for his eggs when he sold them to a wholesale house. That is, when the wholesaler would pay him 20 cents a dozen for eggs, the retail store would be charging 40 cents a dozen for eggs. Mr. Jones thought that he should receive more for his eggs than he had been getting, so he decided to set up a direct-to-the-user system of selling his eggs. His plan was as follows: He would buy a delivery truck and some attractive cardboard egg cartons that would hold a dozen eggs. Each afternoon he would pack his eggs in these cartons. In the mornings he would load his truck, drive to the city, and sell his eggs from house to house. He expected to work up an egg route, with regular customers. After the business had grown in size, Mr. Jones expected to hire a deliveryman to do the house-to-house selling.

Answers:

1. Mr. Jones has a good plan. He should make more money than he has been making.
2. The plan is no good. Mr. Jones will not make as much money as he has been making.
3. The plan is good, but Mr. Jones cannot carry it out.
4. The plan is not good, but Mr. Jones can carry it out.

I checked the above answer because:

1. If you want a job done right, do it yourself.
2. There may be some difficulties, like broken eggs, flat tires, no place to park, and dissatisfied customers, but Mr. Jones is a man of keen insight and determination. He can make it work.
3. More farmers should do as Mr. Jones proposes to do. However, Mr. Jones has not had enough experience to do a really good job of selling eggs in the city.
4. The cost of selling the eggs as Mr. Jones proposes to do would be greater than the extra income he would receive.
5. The difference between the price the farmer receives for his eggs and the price the customer pays is too great. The farmer should get more of it.
6. Middlemen are parasites because they do nothing to increase the value of the products they sell.

Item III

Mr. John Dow is a candidate for the Congress of the United States. One of his campaign slogans is, "More prosperity for the working people." Mr. Dow promises, if he is elected, to propose a law which will call in all money and then issue twice that amount. If a person turns in \$50, he will receive back \$100. By using this system, everyone will have twice as much money as he had before.

"The ultimate goal is to help students understand how advertising affects them as consumers. . . ."

Answers:

1. Mr. Dow has a good plan.
2. Mr. Dow has a good plan, but it would not work in America.
3. Mr. Dow's plan might not work, but it should be given a trial.
4. Mr. Dow's plan would not work.

I checked the above answer because:

1. The American people would not stand for such a plan. They would not give up their money even if they were promised twice as much back.
2. Each person is treated like every other person. The poor man who had only \$5 would get back \$10. Everyone could buy more things and that would be good for business. Businessmen like for people to buy more merchandise.
3. All is not gold that glitters.
4. There are obvious difficulties which might arise if such a plan were tried. For example, there would be a tremendous amount of "paper work." People who turned in only \$500 might claim that they had turned in \$600. Extremely rich people might refuse to co-operate with the plan. However, with all these possible difficulties, the advantages of the plan are greater than the disadvantages. It should be tried.
5. Although everyone would have twice as much money, prices would go up to where the money would buy only about one-half of what it bought before.
6. Mr. Dow should have asked the voters what they really wanted before he proposed the plan.

Item IV

Many factories in the United States use the mass-production system. When a factory uses this system, the item that is being manufactured moves slowly along a belt or chain. The workers stay in one place, and as the item passes by, they do one special thing to it. Thus,

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. . . In Advertising

By **FLOYD CRANK and TED MALONE**
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HERE IS AN EVALUATION procedure which was used in an Illinois high school class in business problems. This particular course is a combination of basic business education and advanced business training; and the subject matter for the unit had to be approached from the standpoints of both the producer and the consumer.

Evaluation in our schools is a total, over-all process. It is constantly in action. It deals with all school functions. The evaluation of learning situations is one part of this total process and measurement of student growth is an essential element of the evaluation of a learning situation. More important, the manner in which measurement is handled determines, to a large degree, the

ultimate success of teaching. Achievement should be checked against final goals to determine the strengths and weaknesses of students, of the teacher, and of the learning environment. Measurement is used to determine these factors.

Step 1. Determine the Objectives

Measurement is done always in terms of objectives. It is trite to say that effective teaching requires goals or aims. Objectives, however, have value only when there is appraisal of the progress that is made toward them. Any good measuring instrument is designed to measure progress toward ultimate aims.

With these points in mind, the objectives are formulated for this unit in advertising. Obviously, the ultimate goal is to help students to understand how advertising affects them as consumers and as possible future producers. This goal can be stated in more specific terms when we identify the important elements contained in the general statement.

Objectives:

1. To develop an appreciation of the importance of advertising to the consumer and to the producer.
2. To understand the role played by advertising in our business and economic society.
3. To understand that advertising can be used to a consumer's advantage or to his disadvantage.
4. To develop consumer skills in using advertising.
5. To develop skills in classroom activities.
6. To learn the essential facts of advertising.

Step 2. List the Outcomes

These objectives establish boundaries of a unit, and they are the major goals toward which progress is measured. The construction of a measuring instrument requires that these major goals be broken down into specific outcomes. Learning occurs by progressing from simple, easy-to-grasp elements to the more complex principles and generalizations.

Specific outcomes for this unit are:

1. To realize that advertising is big business and, as such, affects all of us.
2. To understand the effects of advertising on production and distribution.
3. To understand why producers use advertising.
4. To understand the salesmanship function of advertising.
5. To become acquainted with the various advertising media.
6. To learn how advertising practices are controlled.
7. To learn to evaluate advertisements as a basis for making wise decisions.
8. To understand how appeals are used to influence consumers and to learn what these appeals are.
9. To learn how the quality of advertising can be improved.
10. To learn the essential facts in advertising.
11. To develop skills in reading, writing, speaking, seeing, listening, thinking, collecting, and investigating.

"Advertising which gives facts to the consumer benefits both producer and consumer."

Step 3. Outline the Basic Concepts

Outcomes have still another function; from them the basic concepts, or ideas, are determined. These concepts make up the instrument used to measure progress.

Various devices have been constructed for use in measuring pupil progress. Most of them have been successful to a degree; but many have ignored the one real purpose of measuring instruments in today's modern schools: to tell us where the pupil was at some point in the past and where he is now. Recognition of this purpose virtually requires pre-testing, teaching on the basis of test results, testing again, reteaching, and so on until mastery is achieved. Such a procedure is used in the development of this unit.

At the beginning of the unit, a pre-test is administered to determine the areas in which the entire group, as well as individual students, evidence weaknesses. In this pre-test, the basic concepts are stated, and students are asked to respond to each item with "agree," "disagree," or "no opinion." The pre-test items are given here.

1. Advertising should be recognized as big business.
2. The advertiser's chief purpose is to persuade people to buy his products.
3. Advertising is a cheap and effective form of salesmanship.
4. Consumers are literally surrounded by advertising of one kind or another.
5. Advertising serves as communication between producers and consumers.
6. Advertising aids in mass production and distribution.
7. Advertisements are aids in financial planning.
8. Consumers are often influenced by advertising to make wrong decisions.
9. The majority of buyers have only a limited amount of sales resistance.
10. Some advertisements contain useful information.
11. Some advertisements contain deceptive or misleading information.
12. The cost of advertising may sometimes be passed on to the consumer.
13. Advertising may lead consumers to over-spend.
14. The appeals of advertisers are many and varied.
15. Advertising which gives facts to the consumer benefits both the producer and the consumer.
16. Consumers should consider advertising good if it provides facts regarding quality, standards, specifications, and performance.
17. Factual information and the impressions given by ads should be compared with scientific knowledge about that type of product.
18. Advertising to persuade, when done under proper circumstances, is ethical.
19. A satisfied customer is a firm's best advertisement.
20. Federal laws give protection against false advertising in all business between states.
21. Many business organizations and non-profit organizations are trying to improve the quality of advertising.
22. Consumers can help to improve advertising by giving trade to people who advertise honestly and helpfully.
23. "Bait" advertising which draws people into stores may lead them to buy merchandise that is not a good bargain.

Class activities used to develop the unit begin after the pre-test has been analyzed. Activities are planned on the basis of the analysis; and answers are sought to questions like these: (1) What are the misconceptions? (2) What areas must be developed in class? (3) Which areas require most attention? (4) In which areas do individual students have misconceptions? (5) What do we include in subsequent evaluations?

Step 4. Pause to Evaluate

Obviously, teaching must be for the purpose of eliminating weaknesses. The teacher must be sure that these weaknesses are spotted at periodic intervals. Also, the teacher and the students must pause frequently to see if they are making progress toward the final goals. For this purpose, some type of mid-unit evaluation is used. Here is a suggested procedure which is designed to find out if essential concepts and principles have been mastered. The teacher sketches examples of a good advertisement and of a bad advertisement. The students evaluate these ads by answering the questions given below each example.


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Evaluation

1. Identify the attention-getting devices used in each advertisement.
2. What is the predominant appeal of each?
3. What is the main purpose of each advertiser?
4. List the information contained in each ad.
5. What "trade puffs" are used?
6. Does the advertisement tell you what you want to know if you are planning to buy the product?
7. Give your over-all opinion of the advertisement.

On the basis of this procedure, weaknesses are spotted, the necessary reteaching is done, and developmental teaching continues.

Step 5. Measure Final Progress

At the close of the unit, final measurement is made. This final procedure gives evidence of the growth of each individual. The unit test is similar to the pre-test. In addition to the basic concepts, however, misconceptions are included as a check on change in attitudes and understandings. Here are the final test items.

1. Some advertisers attempt to create goodwill toward their products.
2. Most advertising is limited to newspapers and magazines.
3. Advertising is essentially a big business operation.
4. Goodwill toward a particular product is more the result of satisfaction from use than the result of advertising.
5. A benefit derived from advertising is that it tells consumers what products are on the market.
6. The advertiser's chief purpose is to persuade people to buy his products.
7. Advertising is an inexpensive part of the distribution process.
8. Consumers have difficulty in choosing and using products because producers and consumers are widely separated.
9. Most advertisers try to give consumers the information they need and want.
10. Consumers actually buy few of the products that are highly advertised.
11. Advertising aids in mass production and distribution by bringing products to the attention of consumers.
12. Advertising is almost everywhere.
13. Consumers need have little concern for the types of advertising that is done since their control is too limited to be of value.
14. Since distribution consists largely of shipping goods, advertising plays a small role in the distributing function of business.
15. Buyers seldom purchase things they don't want or need.
16. Since producers must spend money to advertise, this cost is sometimes passed on to the consumer.
17. Advertisers appeal almost wholly to the common sense of buyers.
18. Advertisements are aids in planning how income will be used.
19. Many advertisements contain useful information.
20. There is no evidence that advertised products cost more than nonadvertised products.
21. Consumers buy after deliberation rather than by emotional appeal.
22. Consumers often make unwise purchases simply because the product is advertised.
23. Advertisements are a hindrance rather than a help in shopping.

24. Advertising sometimes causes consumers to spend more than they can afford.
25. The appeals of advertisers are mostly emotional appeals.
26. Sales resistance is a quality possessed by few shoppers.
27. There is little relationship between the amount of money that consumers spend and the amount of advertising that is done.
28. Some advertisements contain deceptive or misleading information.
29. Advertising can be relied upon as a basis for wise decisions.
30. All ads are true.
31. Many advertisements contain useful information.
32. Consumers are smart enough to avoid being tricked.
33. Factual advertising is beneficial both to the consumer and to the producer.
34. Federal laws give protection against false advertising in all types of businesses.
35. Advertising is correctly used when the information it contains is compared with scientific knowledge.
36. Producer and consumer interests are too far apart for both to benefit from factual advertising.
37. There is little value in word-of-mouth advertising.
38. Persuasive advertising, when done by legitimate means and for legitimate purposes, is ethical.
39. Federal laws give protection against false advertising in interstate business.
40. From the consumer's standpoint, good advertising provides facts in regard to quality, standards, specifications, and performance.
41. Advertisers are required by law to make true statements.
42. Persuasive advertising should be eliminated.
43. Advertisements cannot provide factual information if they are to persuade people to buy.
44. One of the best kinds of advertising that a firm can have is a satisfied customer.
45. Some businessmen are constantly trying to improve advertising practices.
46. "Bait" advertising causes people to buy unwisely.
47. Any change in advertising practices must originate with the businessman.
48. Business organizations would be working against their best interests by improving advertising practices.
49. One of the best ways to improve advertising is for consumers to give trade to people who advertise honestly.

The final test can be used as a basis for further class discussion so that misunderstandings and misconcepts are corrected.

Measurement Has Value

Measurement is an essential part of the evaluation process. It is done by measuring progress toward the final goals. The change in attitude toward basic principles indicates the amount of growth that has occurred. These changes, however, do not occur automatically. Teachers and students identify weaknesses, strive to develop activities which eliminate these weaknesses, pause to evaluate progress, reteach and relearn when necessary, and, finally, measure total progress toward the major goal. Good teachers will not try to escape the obligation for measurement, but they will try to make testing and measurement a profitable activity, thereby improving the total learning situation.

A concept: "Every dollar spent is an economic vote of approval for the thing for which it is spent."

Inventory of Business and Economic Concepts

A pre-inventory of business and economic concepts may reveal needed elements in instruction.

By GERALD A. PORTER
University of Oklahoma
Norman, Oklahoma

THE FIFTY STATEMENTS involving business and economic concepts, presented in this contribution, constitute adaptations of statements or points of view expressed in periodicals commonly available to large groups of our population. The concepts are indicative of the thinking of businessmen, business educators, and laymen in general. The statements do not pertain to all elements of business but do pertain to several representative areas. Only by extending the number of items substantially could all elements be dealt with.

It is hoped that instruments such as this will be used by business teachers for both diagnostic and evaluative purposes. As a pre-test in a subject where students are enabled to gain knowledge of business, such an inventory may reveal some needed elements in instruction. As a test at the end of an instructional period, such an inventory may well reveal the extent to which a teacher has achieved the objective of imparting to students significant concepts of business and economics.

The answers that a particular teacher makes relative to the fifty statements constitute the scoring key for the Inventory. Scoring keys prepared by individual teachers may vary. However, the variations will tend to be in terms of "A" and "D" of the code rather than "SA" and "SD." Such variations will not impair the effectiveness of the Inventory as an evaluative device in the area of basic business education.

The Inventory of Business and Economic Concepts is designed for use in classes such as advanced general business or economics at the eleventh or twelfth grade level. It might be equally effective in classes in introduction to business or principles of economics offered at the freshman or sophomore level in college. Similar inventories might well be developed for use with other subjects in the field of business. Certainly, a similar device could be developed for pre-testing or end-of-course testing in general business at the ninth grade level.

Presented here are fifty statements involving specific concepts of business and economics. At the end of each statement space is provided for you to indicate the extent to which you agree or disagree with the concept. Indicate the extent of your agreement or disagreement by means of the code presented here:

SA—Strongly agree
A—Tend to agree

D—Tend to disagree
SD—Strongly disagree

Name of Student _____ Date _____

Inventory of Business and Economic Concepts

1. An individual's standard of living is dependent upon his ability to produce goods or services desired by other individuals _____
2. The tax portion of the dollar that one spends results in more real benefits than any other similar amount spent _____
3. The history of business successes and failures demonstrates the feasibility of providing better service and at the same time gaining greater profits _____
4. The addition of machines in industry tends to decrease the number of jobs available _____
5. The appropriateness and the effectiveness of the government control of business enterprise is determined by the quality of men in government _____
6. Competition in business is an absolute necessity if reasonable standards of production and service are to exist _____
7. Even though he accumulates no savings, an individual demonstrates thrift if he purchases only what provides him with the greatest satisfaction _____
8. Work stoppages and slowdowns in business and industry have a minor effect upon the costs of production _____
9. The personality of an individual is the primary determinant of the degree of success he may experience in the world of business _____
10. Governmental units, in general, provide services to individuals which the individuals are not able to provide for themselves _____
11. Increasing taxes on the profits of business has little or no effect upon the business because the taxes are merely passed on to the consumer by increasing the selling prices of various products _____
12. If the federal government abstains from exercising price control, competition will keep prices at a level fair to consumers _____
13. Businessmen working together to maintain a favorable climate for business represent this country's greatest antidote to creeping socialism _____
14. The greater the material achievement (money income) that an individual attains, the happier he will be _____
15. If the capitalistic economic system is to function properly, the ownership of business and industry must remain in the hands of a few wealthy people _____
16. Government service will always attract desirable and competent workers, regardless of salary _____
17. The salesman who sells you something you do not need is productive _____
18. The higher the price demanded for goods or services, the better the quality of the goods or services will be _____
19. There is plenty for all only when men are free to work for themselves _____
20. The prosperity of individuals is increased when the government adds to the supply of money in circulation _____
21. It is a privilege to pay income taxes _____

"There is much that can be done by way of measuring high-level outcomes."

22. The total income received by owners of corporate enterprises is considerably in excess of that received by employees
23. It is business that supports everything that exists in the United States today; other institutions, such as government, function only as by-products of business
24. The federal government is obligated to hire the best people it can get at the going wage
25. In industry, large size indicates exclusive control and a tendency to compel the buyer to pay whatever price is asked
26. The federal government should bear the primary responsibility for the economic security of individuals beyond age 65
27. The cornerstone of American productivity is freedom; it is the lubricant of our economic system
28. Federal subsidies, in the form of grants of money or its equivalent, are in accord with the principles of free enterprise
29. Increasing the wages of industrial workers insures an increase in production
30. The primary purpose of any legitimate business enterprise is to provide a service to humanity
31. Enjoyment of his work constitutes an important part of the remuneration an individual obtains from employment
32. The ownership of wealth by individuals in the United States enables them to exercise specific control of that wealth
33. The size of the national debt has little or no effect upon the standard of living of the individual citizen
34. It is only when the operations of business enterprises become detrimental to social welfare that the federal government assumes some form of control
35. A high degree of thriftiness is indicated when an individual refuses to go into debt to make a purchase
36. Greater progress toward a high standard of living for all people results from instituting radical reforms rather than by correcting defects as they appear and by seeking mutually satisfactory solutions to conflicts
37. In the United States, ownership of property has very few restrictions placed on it
38. It is hazardous for one business man to establish his price below the competitive market price
39. When business must compete for customers at the same time that it is busy producing a product, the result is a lowering of the standards for the product
40. Depressions result from the failure of agriculture, industry, labor, and other economic elements to function in harmony
41. The amount of tax that an individual pays is in direct proportion to the amount of benefit that he receives from governmental services
42. A major incentive for the improvement of business and industry is the desire of businessmen to provide increased service at a low cost
43. Any substantial increase in real wages for workers in general can be achieved only through an increase in productivity
44. Financially-interested individuals police the practices of corporate management more effectively than would any other kind of ownership
45. Lack of governmental regulation is the essence of free enterprise
46. The contest for prestige and power in the business world requires that the individual compromise frequently with his conscience
47. Employees of a business constitute the major source of ideas for the improvement of that business enterprise
48. Every dollar spent is an economic vote of approval for the thing for which it is spent
49. The United States is such a large country that export trade has only a limited effect upon its economy
50. Business executives today are urging that every American become a stockholder in business enterprise

Testing for Higher-Level Outcomes In Basic Business Courses

By H. G. ENTERLINE
Indiana University
Bloomington, Indiana

The basic business courses contain much, subject matter which provides opportunities for practice in decision making.

OUTCOMES in the basic business courses are frequently expressed in terms of skills, information, application, understandings, attitudes, appreciations, and the like. Testing for the acquisition of skills and information is relatively easy. This can be accomplished by means of the traditional short-answer type tests. Higher-level outcomes here refer to such outcomes as understandings, attitudes, appreciations, the ability to apply information learned in the solution of problems, the ability to make intelligent choices, and the ability to analyze and interpret business and economic information. It must be recognized that it is extremely difficult

to measure, at least with traditional methods, improvement in attitudes or the development of appreciations. Changes in attitudes and appreciations frequently can be detected only by means of long-range observation.

Nevertheless, there is much that can be done by way of measuring higher-level outcomes. Examples of three types of problems designed to measure higher-level outcomes are presented and explained. The first example is an attempt to measure the ability to make wise choices, the second to analyze and interpret graphic information, and the third to analyze and interpret textual information. Only as we continue to explore in testing and

"Changes in attitudes and appreciation frequently can be detected only by means of long-range observation."

teaching on these levels can we make progress toward the achievement of higher-level outcomes in the basic business courses.

Making Wise Choices

One of the major problems of living is that of making wise choices—choices relating to careers, books read, types of entertainment, goods purchased, and many others. People of all ages, including very young people, make many decisions daily. The school should do what it can to provide students with practice in decision making. The basic business courses contain much subject matter which provides opportunities for practice in decision making. The teacher should set up problem situations, either for discussion or testing, which require the students to make decisions and to defend them. An example follows.

THE PROBLEM

Contributed by Christine Curry, Clarksdale, Mississippi

Tom needs a new bicycle in order to get a summer job. He has saved \$20 which he can use as a down-payment. In shopping around he found three dealers who are offering for sale the bicycle in which he is interested.

1. The Western Supply Store, a discount house, will sell Tom the bicycle for \$52.50 cash, but will not accept his old bicycle as a trade-in.
2. The Ozburn Company offers the bicycle for \$58.00 and will allow Tom \$10.00 for the old bicycle. A down payment of \$25.00 is required with the balance due in 60 days.
3. The Sherman Company will allow Tom \$15.00 on his old bicycle. A \$20.00 down-payment is required with the balance to be paid off in 6 monthly installments of \$5.00 each.

From which company would you suggest that Tom purchase the bicycle? Why? Tell why you are opposed to the other two purchase plans.

In a problem of this type there is no one *best* choice, as would be the case in the traditional multiple-choice question. Any one of the three choices is an acceptable choice. The student makes his choice on the basis of facts and information learned in class.

In rating the problem the teacher arbitrarily assigns a certain number of points, the number depending upon the difficulty of the problem and the time required to make a response. The rating given the student will depend upon how well the student has analyzed the problem and upon how well he defends his decision. For example, if 10 points are assigned to the problem and the student in his analysis has done all that one can reasonably expect of a person of his age, then he should be allowed the 10 points. With this basis, incomplete analyses will be scaled accordingly, with a minimum of 5 points allowed the student who has made an honest attempt to respond even though the analysis may be inadequate.

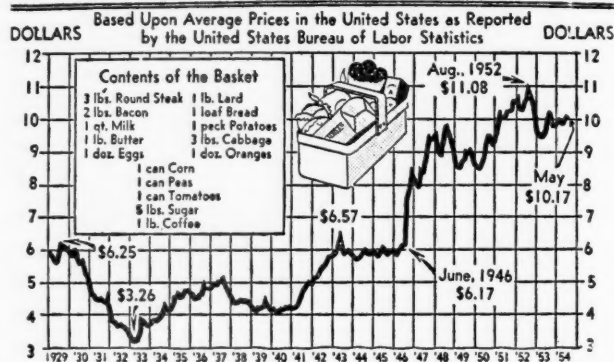
Business and economic information is frequently presented in tabular or graphic form. In the basic business courses instruction should be given in the interpretation of data so presented. Many interesting and worthwhile test problems of this type can be prepared by presenting the information and then asking some short-answer type questions. Responses require an analysis or interpretation of the data presented. An example follows.

THE PROBLEM

Contributed by Marie Graesser, Trenton, Illinois

Instructions. Study the accompanying graph carefully, then answer the questions which follow. Show all necessary calculations, either in the margins or on the reverse side of the paper.

The Cost of the Market Basket



Courtesy of Chicago Tribune

1. The general trend in the cost of the market basket over the years (1) remained about the same, (2) was downward, (3) rose sharply and then declined, (4) was upward ()
2. The date marking the highest cost of the market basket was (1) June, 1946, (2) August, 1952, (3) May, 1954, (4) July, 1948 ()
3. The highest cost was what per cent greater than the lowest cost? (1) 12 per cent, (2) 47 per cent, (3) 189 per cent, (4) 240 per cent ()
4. The cost of the market basket in May, 1954, was what per cent lower than in August, 1952? (1) 6.3 per cent, (2) 8.2 per cent, (3) 12.1 per cent, (4) 17.8 per cent ()

The four questions are illustrative only. Many additional questions of a similar nature could be prepared. It will be observed that the first two questions can be answered by inspection. Questions 3 and 4 require analysis. Answering questions of the second type requires many skills; among them: understandings, analysis, interpretation, ability to make comparisons, and mathematics.

Interpretation of Textual Material

Much of what one reads in magazines and newspapers and much of what one hears on the radio has to do with business and economic matters. The school is obligated

to help students read such material intelligently. Since the basic business courses deal with business and economic information, much can be done in these courses to aid the students to read such material more intelligently. A testing situation, similar to the foregoing, can be created by using a paragraph as the basis for interpretation rather than a graph or table. An example follows:

THE PROBLEM

Contributed by Robert West, Fowler, Indiana

Instructions. The following paragraphs appeared in the August 10, 1954, issue of the WALL STREET JOURNAL. On the basis of the information presented, answer the questions which follow.

The retailers present state of business isn't surprising if you look at some coal statistics. Soft coal output has sagged sharply since 1947, when a record 630 million tons were mined. Output in 1953 ran around 450 million tons. And, so far this year, production has lagged almost 10 per cent behind the year-ago pace.

But consider the signs of a coal field pick-up. In the week ended July 31, the latest reported, miners dug about 7.5 million tons of soft coal. That was up from around 7 million tons the week before, and it compared with only 6.3 million tons mined in late March at this year's low point for the non-holiday week.

Leith

(Continued from page 15)

each worker does the same job over and over again. He may even operate a machine that is built to do only one job. The result is that raw materials go in one end of the factory and come out the other end as finished products. Automobiles, for example, are made on a mass production basis. So are many other manufactured products.

Answers:

1. Mass production is good for the American people.
2. Mass production may be good for many of the American people, but it is not good for the working man.
3. Mass production is bad for the American people.
4. Mass production may be bad for many of the American people, but it is good for the few who have a lot of money to invest.

I checked the above answer because:

1. People who work in factories do the same thing over and over again. This is very monotonous.
2. The rich get richer and the poor get poorer.
3. The big-money people get the lion's share of the profits from the mass-production system.
4. If products were manufactured by hand, instead of by machines, they would be better and last longer. People could then get better use out of them.
5. It is cheaper to produce items by the mass-production process. This means that more people can buy more things.
6. Mass production does not take into account the quantity theory of money.

This type of instrument illustrated here has several advantages:

1. The output of coal in 1954 has been about what per cent lower than in 1953? (1) 10 per cent, (2) 20 per cent, (3) 27 per cent, (4) 43 per cent ()
2. The output of coal reached its peak in (1) 1945, (2) 1947, (3) 1953, (4) 1954 ()
3. The output of coal in 1953 was what per cent less than in 1947? (1) 9.7 per cent, (2) 18.4 per cent, (3) 28.6 per cent, (4) 37.2 per cent ()
4. Coal production for the week ending July 31 was how many tons greater than during the lowest week during the year? (1) .5 million, (2) 1.2 million, (3) 6.3 million, (4) 7.5 million ()

Again, the first two questions can be answered by inspection, while questions 3 and 4 require more careful study and the use of some mathematics. The questions above are examples only; many additional questions of a similar type can be prepared.

Schools are frequently criticized, and sometimes justly so, for not teaching students to think. The testing of facts and information is relatively easy. Students can be taught to think by placing them in problem situations, by forcing a decision, and by requiring a defense of the position taken. Teachers of the basic business subjects need to develop problems of the type illustrated. Such problems, depending somewhat upon their specific nature, may be used as out-of-class assignments, as a basis for class discussion or as tests.

1. The probability that a pupil will give the correct reason for that answer is practically nonexistent.
2. If a pupil consistently gives the correct answers, but does not know the reasons for those answers, the teacher will want to investigate. Perhaps the pupil is "polly-parroting" his answers without any real understanding of the concept being taught.
3. The teacher can adapt the test in any number of ways to find out something about his pupils. For example, there is a stereotyped "reason" in each of the four problem situations given here (6, 1, 3, 2). In a similar manner, completely irrelevant reasons can be included (reason 6 in the fourth item, for example). It is certainly well for the teacher to know if a pupil habitually attempts to solve his problem by clichés and stereotyped thinking; and, likewise, if he is prone to allow extraneous factors to influence his thinking. It may be well to include "logical" reasons for an incorrect answer. A pupil who consistently gives a logical reason for an incorrect answer is "thinking straight." He merely needs more evidence upon which to base his conclusions.
4. Although the preparation and duplication of an instrument of this type is time consuming, it can be used over and over again. The teacher has merely to prepare an answer sheet on which the pupil can mark his responses. The answer sheet might look like this:

Questions	Answers	Reasons
1	(1) (2) (3) (4)	(1) (2) (3) (4) (5) (6)
2	(1) (2) (3) (4)	(1) (2) (3) (4) (5) (6)
3	(1) (2) (3) (4)	(1) (2) (3) (4) (5) (6)

The pupil merely checks his answer and reason on the answer sheet, thus preserving the duplicated instrument.



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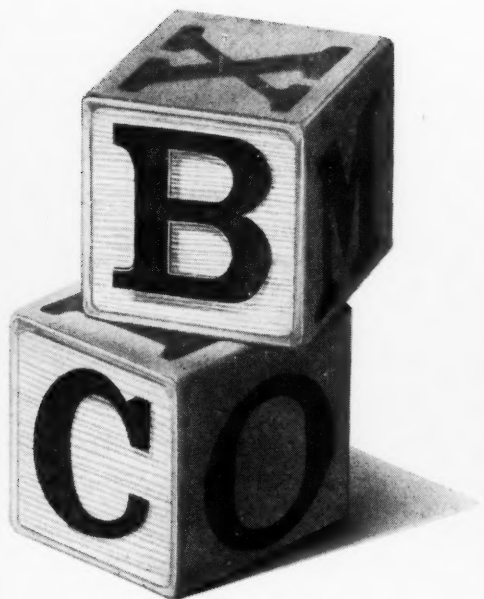
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Selected Readings

(Continued from page 12)

- Cultural implications of economic geography. John L. Rowe. 5:34 Feb '51
- Devices in teaching law. Irving Rosenblum. 5:38 May '51
- Do business teachers like to teach general business? Clyde Beighey. 2:17 Apr '48
- Economic geography, cultural implications of. John L. Rowe. 5:34 Feb '51
- Economic geography is important. Donald J. D. Mulkerne. 3:16 Apr '49
- Educational tours as a teaching technique. Donald W. Arnold. 6:31 May '52
- Efficient consumers: pound and penny wise. Marie Hoerner. 6:24 Mar '52
- Evaluation in the social business subjects. Herbert A. Tonne. 7:9 Mar '53
- Field trips, pupil participation in developing. Lucile D. Hopper. 5:35 Nov '50
- Five-year statewide basic business program. Ray G. Price. 8:22 Mar '54
- Fundamental problems of basic business education. Herbert A. Tonne. 2:34 Mar '48
- General business curriculum in the junior college. Hal F. Holt. 8:36 May '54
- General business is vital to a complete business training program. John H. Hall. 2:9 Jan '48
- Give business law students a look at the UN—its legal aspects! Mary M. Brady. 8:34 Dec '53
- Group dynamics in basic business. Elizabeth Seuffer. 7:3 May '53
- Guidance in basic business education. J. Frank Dame. 4:15 Mar '50
- Guidance in basic business—senior level. Dale P. Wren. 8:9 Mar '54
- Guiding the senior in basic business subjects. Gladys Bahr. 3:16 May '49
- Have you been given general business left-overs? Julian A. Milkes. 5:34 Oct '50
- How shall we evaluate the basic business pupil? Gladys Bahr. 7:28 Jan '53
- Improvement of instruction in basic business and consumer business education. S. J. Turille. 6:14 Mar '52
- In-service observations for basic business teachers. Gladys Peek. 6:18 Mar '52
- Instructional methods and learning activities in consumer education. Ray G. Price. 2:29 May '48
- Integrating unit on life insurance in basic business. William Selden. 7:33 Dec '52
- Junior business—its past and future. Ray G. Price. 3:14 Feb '49
- Law, devices in teaching. Irving Rosenblum. 5:38 Mar '51
- Life-adjustment education through basic business law. I. David Satlow. 5:23 Mar '51
- Method for a methods course with suggestions for the classroom teacher. G. H. Parker. 4:17 Mar '50
- Methodology in teaching business law. Robert Rosenberg. 2:37 Mar '48

- Methodology in teaching general business. Paul L. Salsgiver. 2:31 Mar '48
- Motivating devices and procedures, community centered. Harold Gilbreth. 5:33 Apr '51
- Needed research in basic business in the secondary schools. Paul S. Lomax. 5:11 Mar '51
- Operation education. Harold Gilbreth. 6:33 Oct '51
- Orientation course for the business student. Ida F. Scott. 3:15 Dec '48
- Our threefold responsibility. M. Bernadine Bell. 4:32 Mar '50
- Place of basic business education in the high school curriculum. Carlos K. Hayden. 4:32 Dec '49
- Producing a consumer television show. Clifton C. Thorne and Margaret Armstrong. 8:14 Mar '54
- Program for basic business education. Parker Liles. 3:29 Mar '49
- Pupil-centered business law class. Dale E. Mantz. 8:30 Feb '54
- Pupil committee technique teaches about agencies which help the consumer. Helen Barr. 7:36 Feb '53
- Pupil interest in personal-economic problems. Harold Leith. 7:19 Mar '53
- Pupil participation in developing field trips. Lucile D. Hopper. 4:35 Nov '50
- Pupil-teacher planning and group techniques in basic business classes. Lela L. Johnson. 6:31 Feb '52
- Research, needed in basic business education in the secondary schools. Paul S. Lomax. 5:11 Mar '51
- Resource file for basic business. William E. Jennings. 4:34 Jan '50
- Selected suggestions for teaching basic business. Elise Etheredge. 6:31 Dec '51
- Sharing experiences in teaching business law. Kennard E. Goodman. 6:11 Mar '52
- Significant statements about basic business subjects. Harold Gilbreth. 2:11 Dec '47
- Solving the problems of basic business education. Velna Sollars. 2:18 May '48
- Standards in basic business education. Harold Leith. 4:35 Nov '49
- State departments of education examine basic business education. Harold B. Gilbreth. 3:15 Jan '49
- Teacher motivation for general business. Fairy Christian McBride. 6:31 Nov '51
- Teaching aids on family security. Institute of Life Insurance. 5:32 Dec '50
- Teaching business law. Stephen J. Turille. 6:33 Jan '52
- Teaching consumer education to college secretarial students. Kathleen Drummond. 6:33 Mar '52
- Teaching for concepts, abilities, and understandings in basic business. Geraldine B. Ebert. 7:36 Apr '53
- Teaching general business. Isabella Kellock Coulter. 6:21 Mar '52
- Teaching methodology for advanced business training. Lloyd V. Douglas. 3:31 Mar '49
- Teaching motivation for general business. Fairy Christian McBride. 6:31 Oct '51
- Teaching, problems in the teaching of basic business. Arthur L. Walker. 5:16 Mar '51
- Teaching young consumers through guided experience. Fred T. Wilhelms. 4:9 Mar '50
- Ten questions about basic business education. Theodore Woodward. 3:15 Nov '48
- Terminology and procedure in basic business education. Paul F. Muse. 2:27 Mar '48
- The school journey as a teaching device in basic business subjects. Emma Katharine Cobb and Harold Gilbreth. 1:14 May '47
- Their money's worth in basic business education. James W. Lloyd. 4:33 May '50
- Theory of economic education. Harold G. Shields. 3:27 Mar '49
- Tie in basic business with basic concepts. F. DeVere Smith. 5:33 Jan '51
- Tired of lectures, class plans study units. Harrison J. Cameron, Jr. 7:31 Oct '52
- Using the general business textbook effectively. Kenneth J. Hansen. 5:14 Mar '51
- What is happening to the ninth grade business course? Ramon P. Heimerl. 4:20 Mar '50
- What is the status of consumer education in colleges and universities? Wilmoth C. Price. 8:17 Mar '54
- What we say compared with what we do about basic business education. M. Herbert Freeman. 4:12 Mar '50
- Who should teach the basic business subjects? Donald Beattie. 4:34 Feb '50
- Why teach consumer education in our secondary schools? Chester H. Wisniewski. 8:30 Nov '53
- You have been chosen to teach basic business. M. Bernadine Bell and Lloyd E. Bevans. 8:20 Mar '54

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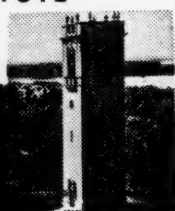
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United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

UNITED SERVICES

SHORTHAND

DOROTHY H. VEON, Editor
MINA M. JOHNSON, Associate Editor

A PLAN FOR TEACHING TRANSCRIPTION

Contributed by Audrey V. Dempsey, East Carolina College, Greenville, North Carolina

THE BUSINESSMAN judges the stenographer by the finished product of her work—the letter. He is not concerned with the component parts of the skill which produced that letter. It becomes the problem of the secretarial teacher to insure the stenographer's possession of the necessary skill by emphasizing every one of the facets of that skill (shorthand, typewriting, English) and by giving the student an opportunity to exercise that most necessary attribute of the good secretary—common sense.

A program with the development of such skill as its goal is being administered at our college. Within the broad framework of the curriculum as set up by the departmental faculty, the secretarial teachers make adjustments to meet the needs of each group of students.

As soon as the shorthand students have passed the "fumbling" stage in producing their handwritten transcripts, the standard of mailability is established. A handwritten transcript can be well placed on the page, can be free from misspelled words, can be properly punctuated, can have neat corrections, and can be set up with the parts of the letter correctly placed in relation to each other. Since students may be frustrated by having too many details to consider in addition to the actual transcription of their shorthand, the development of these standards is gradual by having just one transcription aid as the focal point of the transcriber's attention until that rule is thoroughly understood and mastered. From the very first, transcripts containing misspelled words are not accepted. Students are permitted to consult the dictionary on all transcription work with the admonition, "If in doubt, look it up." Time so consumed is included in the time set for the completion of the transcript.

Concurrently with the third-quarter class in shorthand (comparable in many schools to the last two-thirds of the second semester) the students enroll in a course called "Introduction to Transcription." A speed of forty-five words a minute in typewriting is a minimum requirement for admission. It is during this third quarter that the students are first introduced to typewritten transcription. This course is preferably taught by the

same instructor who will teach the third-quarter shorthand class.

The shorthand class is scheduled to meet five class periods a week for speed building and dictation (for instance, M, T, W, Th, F—2nd hour) and two class periods a week for the transcription of that dictation (T, Th—6th hour). The introduction to transcription class meets three class periods a week (M, W, F—6th hour), alternating with the transcription period of the shorthand class. A lapse of time between the two periods selected is recommended in order to eliminate partially the memory factor between dictation and transcription. Having the students under the instruction of the same teacher for ten class periods a week gives opportunity for concentration in developing good transcription habits.

The basic textbook is a popular reference manual for stenographers and typists. One of the supplementary textbooks contains plate notes which are planned to aid the student in making decisions in transcribing. For several years a collection of business letters with sentences which illustrate transcription problems has been assembled. From these letters a file was established in which each sentence was classified according to the principle illustrated. The collection of such material is a continuing project carried on cooperatively by the members of the staff. Some of these sentences are used for drill in correcting and criticizing for correct form, and others are put in plate form to be transcribed.

The necessity of being well equipped for transcription is stressed. Students are taught that the dictionary, the reference manual, letterhead stationery, typewriter eraser, and the like, are all required tools in the class.

Since the dictionary is the final authority on acceptable usage, the first unit of study is concerned with the use of the dictionary. The publishers of the dictionary are most helpful in providing outlines and study guides, much of which can be adapted to the needs of the prospective secretary.

Units of study for the class include in addition to dictionary study: (1) Parts of the letter and standard forms; (2) Division of words, syllabication, use of the hyphen; (3) Expression of numbers; (4) Capitalization; (5) Formation of plurals and possessives; (6) Word usage and spelling; and (7) Punctuation.

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UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

THE MASTER TEACHER TEACHES TYPEWRITING

*Contributed by Elizabeth Seuffer, Houston Public Schools,
Houston, Texas*

EDITOR'S NOTE: *Two years ago the contributor of this article had the very good fortune to receive a Ford Foundation Fellowship and a year's leave of absence from her classroom to visit schools all over the country where fine work is being done in business education. It is from these visits to the classrooms of master teachers and from reading their articles in our excellent professional magazines that she has described for you a composite picture of the typewriting teacher who is doing all the desirable things that we know can be done in the beginning typewriting class. It is her belief that if the student is given a thorough basic training, the problems of advanced (or production) typewriting are minimized.*

THOSE OF US who teach typewriting are very fortunate in that the student comes to us highly motivated. It is our problem and obligation to keep his interest at optimum throughout the course. Only by the use of sound teaching techniques, a conscientious interest in our students, and a thorough understanding of our subject matter can we keep this interest alive and instill a desire to produce quality work and thus prepare them for the vocational use to which most of them will put their typewriting ability.

The teacher of whom I speak knows that, to do an effective job of teaching typewriting, he must have a well-equipped and well-furnished classroom; it is his responsibility to keep his administrator informed of recent trends in equipment and fixtures and above all to use the equipment he has to its best advantage. Let us look at the modern typewriting classroom in which this teacher works:

1. It has up-to-date equipment. The typewriters in the beginning classroom have been standardized; a shift of machines within a building will make this possible so that in the initial stage of learning the teacher needs teach the mechanisms of only one make of machine (and (model, too, if possible).

2. The typewriters have lettered keyboards. There is no keyboard wall-chart in front of the room. This teacher has found that by keeping the pace lively, the student does not have time to look at the keyboard; and with or without the lettered keyboard, he has found that by eliminating the use of the keyboard chart, the students do not acquire the habit of looking up for a location, but will keep their eyes on the keyboard chart in the textbook.

3. The tables vary in height from 26 to 31 inches so that the student's arms and the keyboard will be parallel. This adjustment can be made very inexpensively with

existing equipment by inserting the legs of the tables into blocks of wood of various heights in which holes, to fit the legs of the tables, have been bored by the wood-working classes.

4. In the front of the room, there is a demonstration stand which is constantly in use during the first sessions and then frequently whenever new work is introduced.

5. Every student has a copyholder. Although there are many satisfactory commercial holders on the market, our teacher has found that corrugated paper cut to fit the typewriting book is just as satisfactory and costs nothing.

6. Other related equipment which is indispensable to the teacher and the student are an unabridged dictionary, an interval timer, a filing cabinet, paper cutter, punch, stapler, and staple puller.

The classroom is spacious and well lighted; it has sufficient equipment to handle thirty pupils. This number of students is not too great for one teacher, yet not so small that poor students will be conscious of their typewriting ability (or inability!).

Let us see how this teacher handles the first sessions in his typewriting classes. He introduces the alphabetic keyboard in the shortest possible time (no more than five days) because he has learned from experience that to become a proficient typist, one must type words and to do this, very early the student must know the alphabetic keyboard. He teaches the students the importance of word level responses on four- and five-letter words so that they do not form the habit of spelling. He gives opportunity for drill on service mechanisms during the initial learning period and throughout the course. He explains the importance of warmup drills early in the course so that warming up becomes automatic. The students become acquainted very early with the expert's rhythm drill, the adjacent-letter drill, and various locational security drills.

After his students have mastered thoroughly the alphabetic keyboard and our teacher is certain that all of them are using correct fingering techniques, he introduces the number keyboard (possibly in the second six weeks' period). Of primary importance in the teaching of the number keyboard is a sincere belief on the part of the teacher and the student that the top row can be learned as skillfully as the other rows of the typewriter. He uses verbal, verbal-sight, and sight drills and provides a variety of practice material.

Timed writings are used primarily as improvement devices rather than testing devices. Timed writings are of short duration (three- and five-minute in beginning classes). Errors are analyzed and remedial practice is

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HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

DESKS FOR THE BOOKKEEPING CLASSROOM

*Contributed by Milton C. Olson, State University of New
York, College for Teachers, Albany*

MANY BUSINESS TEACHERS are confronted with the pleasant problem of choosing new equipment for use in their classrooms. Before they can make intelligent judgments, many factors must be considered, not the least of which are the requirements of their particular schools and the curricula provided. In some cases one room must be used for the teaching of many different subjects. In an increasingly larger number of schools, however, it is possible to use rooms for somewhat specialized purposes. It is often advisable to equip a room primarily for bookkeeping instruction; such a room might also serve for instruction in several other subjects.

Because most bookkeeping instruction requires the use of practice sets or types of problems which require the use of a variety of papers at the same time, a desk or table for a bookkeeping student should be somewhat larger than the usual 18" x 24" desk provided in most classrooms. Tablet arm chair facilities are certainly out of the question if any bookkeeping problem work is to be conducted efficiently. At the same time the desks must be small enough so that an average-size class can be accommodated without being cramped for space between desks. Several companies manufacture desks that are from 20" to 24" wide and from 30" to 36" long. These provide adequate surface space for bookkeeping instruction. In a classroom which is 30' long and 22' wide, 30 desks of the larger sizes can be arranged without too much crowding.

In order to determine which companies might have equipment suitable for bookkeeping instruction, the latest edition of the *Thomas Register of American Manufacturers* was consulted. Thirty-one letters requesting information were then sent out to likely companies. Replies were received from 11 companies who indicated that they produced equipment suitable for a bookkeeping classroom. These companies and their addresses are listed at the end of this article.

Desks Made of Wood

All wood desks designed specifically for bookkeeping instruction are produced by at least two companies. The Paris Manufacturing Company manufactures a desk which has a 24" x 30" top. It is provided with or without a shelf or rack which is located at the rear of the desk surface and extends above it. The function of such a shelf is to permit the student to place books, pencils, and

other materials off the working surface. A compartment is also provided under the working surface. The W. M. Welch Manufacturing Company produces a similar desk with or without the shelf but this desk has a working surface of 26" x 36".

Combination Wood and Metal Desks

The Peabody Seating Company manufactures a desk designed for bookkeeping instruction with a desk top of 22" x 32". The two pedestals holding the desk top are of modern design and made of pressed steel. The top is hard maple with heavy steel splines provided to prevent warping. Two pencil grooves and two inkwells are built into the desk top. A book compartment 16½" x 16¼" x 3½" is placed directly under the desk top. All metal parts are electrically welded with concealed unions.

The Hercules Seating Company builds a combination wood-steel desk with a surface 18" x 30". The top is made of matched grain maple or birch veneer 7/8" thick over a five-ply wood top. A metal panel of 22-gauge cold rolled steel with a hemmed edge extends across the back and two sides of the desk. There is a book compartment placed either on the left or on the right side. It may be possible to plan more desirable classroom arrangements of desks if some desks have the compartment on the left side and some on the right side. The compartment is 13¾" high, 10¼" wide, and 16" deep, with two shelves. The legs of the desk are tubular and made from 7/8" in diameter 16-gauge steel tubing.

The Royal Metal Manufacturing Company produces a bookkeeping desk which is of somewhat unusual design. A piece of square-tube steel bent properly provides two legs for the desk. One of these bent tubes of steel is fastened on each of the desks with a metal brace between to provide support. The top is 22" x 36" and made of 7-ply birch. There is a 16" drawer for storing materials. A bookshelf is also available, if desired. The cabinet section supporting the top is made of heavy gauge steel. The desk is finished with standard oven-baked enamel finish in tan-taupe color.

Where space is not available for the larger individual student desks, it may be advisable to consider using tables or desks that will accommodate two or more students instead of getting smaller individual desks. A variety of sizes and styles of such tables are manufactured.

A list of names and addresses of companies which manufacture desks, tables, and chairs described above may be obtained by sending a request to the FORUM office. Please enclose a stamped envelope for the list.

UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

FREE MATERIALS FOR BASIC BUSINESS

Contributed by Donald Zuehlke, Bemidji State Teachers College, Bemidji, Minnesota; and Frank Hoffman, High School, Sac City, Iowa

THIS SELECTED BIBLIOGRAPHY should help business teachers in their quest for free instructional booklets prepared by business firms. This bibliography is limited in order to fit it into the allotted space. A reference list on transportation will be presented in the April issue.
—L.R.T.

BUDGETING

Agricultural Extension Service, University of Connecticut, Storrs, Connecticut

YOUR FAMILY PLANS FOR SPENDING, a 6-page leaflet with ideas for budgeting.

Committee on Family Financial Security Education, 488 Madison Ave., New York 22, New York

CATALOG OF MATERIALS. (Materials are *not* free, but moderately priced.)

Household Finance Corporation, 919 N. Michigan Avenue, Chicago 11, Illinois

MONEY MANAGEMENT PROGRAM, a descriptive list of excellent materials on budgeting and buying wisely. This company also has several filmstrips (available on free loan basis) which are very good for budgeting and buying on credit.

United States Trust Company of New York, 45 Wall Street, New York 5, New York

IT TAKES MORE THAN GOOD INTENTIONS, a booklet on money management.

CONSUMER EDUCATION

The Citizens and Southern National and Affiliate Banks, P. O. Box 4899, Atlanta 2, Georgia

THE STORY OF ATLANTA, a 70-page picture story of the growth of a city.

MONEY MANAGEMENT, a 70-page booklet dealing with banking, credit, insurance, budgets, investments, homeowning, etc.

Consumers Union, Mount Vernon, New York

NOTE: Ask for information about the special school consignment plan by which teachers secure copies of Consumer Reports for classroom use during the school term. Under this plan, you can obtain the Reports for each student at the classroom rate of 10 cents a copy, if you order 15 or more (the regular price is 35 cents). You receive one desk copy free with every month's order.

E. I. du Pont de Nemours & Company, Textile Fibers Department, 1007 Market Street, Wilmington 1, Delaware

DU PONT FIBER FACTS, DU PONT TEXTILE FIBERS FOR MODERN LIVING, MAN-MADE FIBERS, NYLON AND YOU, and FIBERS BY DU PONT. The foregoing are booklets on synthetic fibers and their use in present-day living.

National Canners Association, Home Economics Division, 1133 20th Street, N. W., Washington 6, D. C.

THE CANNING INDUSTRY, a 35-page booklet on history of canning, canning methods today, etc.

Sears, Roebuck and Company, Consumer Education Division, Chicago 7, Illinois

HIDDEN VALUES PAMPHLETS—pamphlets giving buying pointers for various products including bedding, curtains, table appointments, lighting, fabrics, shoes, floor coverings, freezers, children's clothing, paints, hosiery, etc.

INSURANCE

Consumer Credit Insurance Association, Bell Building, Chicago 1, Illinois

HOW TO WORRY-PROOF YOUR DEBTS, WHAT ABOUT CONSUMER CREDIT INSURANCE, and HOW CONSUMER CREDIT INSURANCE PROTECTS YOU AND YOUR FAMILY. The foregoing are booklets and pamphlets concerning the use of insurance to cover debts.

Massachusetts Mutual Life Insurance Co., Springfield 1, Massachusetts

WHY YOU OWE IT TO YOUR FAMILY TO MAKE A WILL, a 4-page leaflet outlining reasons for making a will.

Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y.

TEACHING AIDS ON LIFE INSURANCE, a catalog of materials available for the teaching of life insurance. Excellent source of materials for this unit.

INVESTMENT

Housing and Home Finance Agency, Office of the Administrator, Washington 25, D. C.

LIST OF READINGS FOR THE PROSPECTIVE HOME OWNER, a bibliography of materials which would be good background reading for units dealing with homeowning.

Merrill Lynch, Pierce, Fenner and Beane, 215 Union Arcade, Davenport, Iowa

ABOUT THIS STOCK AND BOND BUSINESS, HOW TO INVEST, HOW TO BUY AND SELL COMMODITIES, and HOW TO READ A FINANCIAL REPORT.

MONEY AND BANKING

The Broad Street National Bank of Trenton, Trenton 5, New Jersey

BANKING MADE PLAIN, a 22-page booklet packed with a lot of good common-sense information on banking as it concerns the consumer.

The Chase National Bank, 13 Broad Street, New York, New York

MONEYS OF THE WORLD, a 26-page booklet, profusely illustrated, on various moneys of the world.

Curtis Circulation Company, Independence Square, Philadelphia 5, Pennsylvania

MONEYS OF THE WORLD, excellent bulletin board folder (in color) with photographs of moneys of the world.

Federal Reserve Bank, Minneapolis 2, Minnesota

YOUR MONEY AND THE FEDERAL RESERVE SYSTEM, a 30-page booklet, well illustrated, dealing with the functions of the Federal Reserve Bank.

Federal Reserve Bank of New York, Public Information Department, New York 45, New York

A DAY'S WORK AT THE FEDERAL RESERVE BANK OF NEW YORK, a 40-page booklet describing work of the Federal Reserve Bank.

Safeguard Corporation, Lansdale, Pennsylvania

BE WISE—SAFEGUARD YOUR CHECK PROCEDURE, a 4-page pamphlet containing rules for writing checks safely.

Treasury Department, Bureau of the Mint, Washington 25, D. C.

(Please turn to page 40)

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

SOME PROBLEMS AND TRENDS IN THE TEACHING OF OFFICE MACHINES AND APPLIANCES

*Contributed by Marie Louise Franques, Southwestern
Louisiana Institute, Lafayette, Louisiana*

THERE IS PROBABLY no course in the entire field of business education which surpasses that of business machines in its opportunities for building good human relations between business and education. To understand the problems of a business machines course, the teacher needs to know the purpose of the course and to possess an awareness of the needs of the students and of the community which is served by the school. The significance and needs of machine training in their own communities are being studied by teachers through job surveys of local businesses. These surveys are usually made by individual teachers, by entire business education faculties, by FBLA chapters, or as cooperative projects by teachers and students.

Such surveys reveal information regarding the types and kinds of machines used by businesses and the kind of work applied to machine operation in offices. They also provide a means through which the school is able to obtain information about the potential job market and business entrance requirements in the community.

Teachers of business machines on the college level are generally convinced that the acquaintanceship level of instruction is the instructional goal for which they should strive. On the basis of a study made by Katherine Taylor,¹ she recommends that business teacher-education institutions should train to the semi-proficiency level of skill on most of the machines on which instruction is given. It is generally assumed that graduates of college business education departments and collegiate schools of business will go into jobs where they will be expected to use the machines in conjunction with other skills as they perform the duties for which they are responsible.

The acquaintance level of instruction has won the support of businessmen because it provides students a foundation on which to build after they go into office employment. It is recommended that caution be exercised by the teacher lest the students feel competent to claim a degree of proficiency which they do not possess. Students should be told that in such courses they will not become proficient operators but that they will learn to operate the machines with an efficiency which is considerably in excess of the speed of pencil and paper calculations.

¹Taylor, Katherine, Mimeographed material conveying a summary of findings, conclusions, and recommendations from her master's thesis, *Office Machines Courses in Senior Colleges and Universities Offering Business Teacher Training*, University of Tennessee, 1953.

Good classroom organization is necessary for effective machine instruction. For the average school, faced with the problems of limited funds and a shortage of space in which to offer instruction, the rotation system is practical. However, some schools which have a large number of calculating machines are successfully using the battery method. The rotation plan depends on a well-organized chart showing the distribution of machines and time allotments for the students, together with the preparation of job sheets for each machine. An advantage of the rotation system is the flexibility which it permits in calculating machine instruction. The machines are divided into units according to the length of instruction required and rotated among the students in terms of these time limitations. For example, comparable periods are usually allotted to the key-driven and crank calculators, while shorter periods are required for adequate instruction on the tape machines. Teachers find that the rotation system is conducive to individual instruction and to helping the students to develop a feeling for office routine.

Another advantage of the rotation system is that the students who have completed their period of training on a machine can be assigned the responsibility for teaching other students who need help on that machine. This saves time for both teacher and students, develops a cooperative attitude, and provides an excellent review for the student doing the instruction. "It is an old established fact that the best way to learn a skill is to teach someone else."²

One of the serious problems which faces teachers as machine courses progress is the deficiency on the part of students in a knowledge of solving simple problems in business arithmetic. Teachers have discovered that students have to be taught that the machines are simply mechanical scratch pads and that they are no better than the operator.³ Decimals, percentage, and fractions are among the basic arithmetic processes which must be taught before machine operation can be successfully begun. The definition and clarification of terms such as reciprocal, complement, and constant must receive the attention of the teacher.

Some teachers have found a pre-test helpful in approaching the problem of arithmetic deficiency. When a pre-test in arithmetic is administered, the strengths and weaknesses of each pupil can be noted. The teacher then precedes the machine work in which a student has

²Brendel, L. A., "Where + Who + What = How in Office Practice," *Business Education Forum*, 8:9-13, February, 1954.

³From lecture notes taken in a course in the Improvement of Instruction in Business Machines taught by Juanita Rauch, University of Denver, Summer, 1953.

UNITED SERVICES

OFFICE MACHINES

evidenced a weakness by requiring him to solve several problems on paper before he attempts the machine computations. An understanding of the machine steps of problem solution is basic to an understanding of the steps involved in machine calculation.

Small group demonstrations within the class are an effective device used by teachers in teaching the steps in problem solving and machine operation. In such demonstrations, the teacher explains the steps thoroughly, shows the operation, and then presents a quick review of the points made. Effective teacher demonstrations help to reduce the learning time on the part of students. Demonstrations by representatives of machine companies offer an effective means for improving instruction.

A problem which disturbs some teachers stems from the fact that it is impossible to have all the types and models of machines in a classroom. This problem can be partially solved by field trips in which students visit machine installations in business firms where they can view the machines and see their application to actual

business problems. Students are thus able to view their business instruction come to life.

The selection of materials for instruction presents a problem to teachers of the calculating machine course. The majority of successful teachers feel that the workbooks should be supplemented by the use of instructional materials obtained from companies manufacturing the machines and from problems and business papers in the community. Students should be provided with experience in handling specially prepared checks and invoices, and in applying the machine to actual business problems from firms in the community.

Teachers are more and more capitalizing on the excellent opportunity which is offered by business machine courses for developing and improving human relations. By helping each other and working cooperatively in an atmosphere simulating a business office, students can be helped to develop traits and attitudes that are fundamental to working harmoniously with others.

To Help You Handle INDIVIDUAL DIFFERENCES in Typing Classes

An original plan, first in—

20TH CENTURY TYPEWRITING

6th Edition

By Lessenberry, Crawford

SOUTH-WESTERN PUBLISHING CO.
(Specialists in Business and Economic Education)

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Here is how it is done:

20TH CENTURY TYPEWRITING recognizes these individual differences in many ways, but still makes it possible for the students to be typing the same material at the same time with the same timing arrangement. Here are a few examples:

1. In the speed building sections the student determines his individual goal from a trial writing and then strives for individual improvement.
2. In the sections on control each student drops back from his particular maximum speed level and works for individual improvement or control.
3. In the paced writing, whether for control or for speed, each student selects his own speed goals and each is working for different goals although the entire class is being timed together.
4. The call-of-the-throw drills permit students to type at different levels of speed or control with the same timing.
5. Instead of an arbitrary class preview of assumed difficult words, the first typing of an exercise is the preview from which each student determines the repetitive or correct drill necessary for mastery of difficult words and reaches.
6. Although the class works together on production problems, there is a goal-setting procedure whereby each student sets his individual goals based upon a comparison with straight-copy speed.

JOINT COMMITTEE OF
UBEA, NABTTI, DPE

WHAT WE KNOW FROM RESEARCH ABOUT BUSINESS AND ECONOMIC TERMINOLOGY IN MASS MEDIA

*Contributed by Sub-committee of the Joint Committee on
Coordination and Integration of Research in Business
Education*

THE BUSY classroom teacher does not have the time or the opportunity to make a comprehensive analysis of professional research even though he knows that much might be gained in improved practices by utilizing new findings. As a special service to the thousands of diligent classroom teachers who find themselves unable to keep abreast via traditional channels the Joint Committee on the Coordination and Integration of Research in Business Education is presenting, through its Sub-Committee on Dissemination of Research in Business Education, a series of simple, non-technical articles of useful and practical values and implications of the latest research. It is hoped that the classroom teacher will be more readily able thereby to apply new ideas and suggestions to classroom situations.

TITLE: A STUDY OF THE TERMS THAT PEOPLE NEED TO UNDERSTAND IN ORDER TO COMPREHEND AND INTERPRET THE BUSINESS AND ECONOMIC NEWS AVAILABLE THROUGH THE MASS MEDIA

DOCTORAL STUDY BY: DEAN R. MALSARY, University of Connecticut, Storrs, Connecticut.

PURPOSE: To determine what terms expressing business and economic concepts confront today's citizen who tries to keep himself well informed.

SIGNIFICANT FACTS AND CONCLUSIONS THAT THE CLASSROOM TEACHER NEEDS TO KNOW

Sources of Business and Economic News. Adults utilize a great many different news media in order to keep themselves well informed on business and economic topics. Newspapers are the chief sources, followed by radio and television news reports and by periodicals. The amount of space devoted to news items that might be classified and considered general business or economic in nature is far greater than is generally supposed.

Terms Expressing Business and Economic Concepts. A tremendous number of different terms expressing business and economic concepts appear in the media through which the citizen keeps himself informed. In this study alone, over 5,000 different terms appeared. Although many of the terms appeared quite infrequently, an

understanding of the concepts those terms express is essential to understanding the message presented.

Student Understanding of Selected Terms. There apparently is a tremendous difference in the extent to which high school students understand the meaning of selected terms that express business or economic concepts. Although some students might be expected to be able to read and comprehend a large amount of general business and economic news, the study pointed up the fact that apparently there are many whose limited understanding of business and economic terms would definitely limit their comprehension of this type of information. The typical senior included in the study understood the meaning of somewhat more than one-half of the business and economic terms in common usage in reporting business and economic affairs.

Students May Lack Sufficient Knowledge of Terms. It may be that high school seniors as a group do not have a sufficiently extensive knowledge of business and economic terms to understand and interpret the news intelligently. This fact, if true, presents a hazard to the successful operation of a democracy which requires, for its continued success, an enlightened and well-informed citizenry.

HELPFUL SUGGESTIONS THAT THE CLASSROOM TEACHER CAN APPLY TO CLASSROOM PRACTICES

Keep Abreast Yourself. The business teacher should attempt to keep abreast of the business and economic topics currently in the news.

Encourage Student Reading and Discussion. The teacher can encourage students to become aware of these topics, to read and understand them, and to bring them up in class for discussion.

Help Build Vocabulary. In the discussion of such news items or as a separate activity, students should be encouraged to build their business and economic vocabularies and to become acquainted with terms commonly appearing in the news. Such terms as parity, price control, yield, margin of profit, and mortgage, frequently confront both youth and adult. Emphasis should be put upon learning the business and economic terms relating to each business topic studied.

HOW THE STUDY WAS DEVELOPED

Research Techniques Used. Media used as sources of news information were determined through questionnaire. Representative samples of the most common sources were analyzed to determine the business and economic terms that appeared therein. A number of the

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

FRED C. ARCHER, Editor
VERN FRISCH, Associate Editor

STANDARDS FOR A METHODS COURSE IN TEACHING BUSINESS SUBJECTS

Contributed by Julius M. Robinson, Michigan State Normal College, Ypsilanti, Michigan

WHEN ONE THINKS of standards for a methods course, he immediately thinks of the characteristics of good teaching. Whatever it is that causes effective teaching should be the objectives of the methods course. A methods course should be a "down-to-earth" course which gives emphasis to the practical needs of the teacher trainees rather than giving so much emphasis to theories which cannot always be used in everyday practice.

Historical Background

The beginning teacher needs a knowledge of the history of the teaching of a particular business subject. If this has been taught in a prerequisite course, it need not be an objective of the methods course. It is important, however, that the student have this background so he will be better prepared to understand the reasons why certain practices and procedures are used in teaching a particular business subject. Like most every other aspect of our educational system, methods of teaching the business subjects have changed down through the years. If the student has a knowledge of the characteristics of the historical methods, he will be better qualified to judge the soundness of the present-day practices and procedures.

Planning for Teaching

Prospective teachers should learn the techniques of planning for successful teaching. Successful lessons do not just happen; they result from careful planning. Thoughtful and detailed planning is essential for good teaching. The first step in the over-all planning is to decide what is to be accomplished during a unit of time such as one semester or a year. The teacher's decision will undoubtedly be influenced by administrative practices of which he will have no control. The length of the class periods, the length of course, and the official attitude as to the assignment or non-assignment of homework are factors which will have to be taken into consideration when making the over-all plans.

The second step in planning is to learn the art of making daily lesson plans.* The daily plan should be a segment of the larger plan for the semester or year, and it must be prepared in terms of ultimate objectives. The

*See BUSINESS EDUCATION FORUM, January 1955, for aids in planning the lesson.

prospective teacher should be required to make rather complete lesson plans. We must keep in mind that planning is probably the most important aspect of successful teaching. Later on when the student has gained experience in teaching, the plans on paper need not be so elaborate.

Lesson Presentation

Another standard recommended for a methods course is that a reasonable degree of skill should be developed by the trainees in lesson presentation. Too frequently students in a methods course will spend considerable time in making lesson plans but never have the opportunity to present their lessons. Actually the lesson planning and presentation are so closely related that one cannot be properly evaluated without the other. As the old saying goes, "the proof of the pudding is in the eating." So it is in teaching: the real test of the planning is in the presentation. Of course there will be certain limitations in presenting the lesson before a methods class but even so it is one of the most valuable parts of the methods course.

Conditions could be made to simulate as nearly as possible a real classroom situation. If a lesson plan in the teaching of typewriting is being presented, arrangements should be made to use the typewriting room. If this is impossible, then at least a demonstration typewriter should be brought to the room where the methods class is being conducted. The student should demonstrate just how he would present the lesson in question. His teaching procedures should be in a logical order such as preparing the learner, teacher demonstration, student activity, evaluation, and re-teaching. If preparations for every minute of the class period are thoroughly made, effective teaching is likely to result and disciplinary problems are not likely to occur.

The other members of the class have an opportunity to observe, ask questions, and offer constructive criticism. The students soon learn from these presentations that effective lesson planning is more than paper work—it requires some real constructive thinking in selecting and adapting classroom procedures that will insure effective learning. Teaching materials must also be gathered. Very frequently this involves trips to the business establishments within the community to get up-to-date business forms and techniques.

Sources of Teaching Materials

Another important requirement of a methods course is that students should know what teaching aids and materials are available and where they can be obtained. Busi-

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ness teachers are blessed with an almost inexhaustible supply of teaching aids and many of them are free for the asking. Methods students should not only be required to know what aids are available and where to get them, but they should make a classified list of teaching aids and where they can be secured. They should be classified according to subjects, such as bookkeeping, typewriting, shorthand, business training, salesmanship, business law, etc. This classified list of aids should be of immense value to the student during his student teaching and when he graduates and starts on his first teaching job. Today with all the teaching aids available, there is no excuse for a business teacher who is strictly a textbook teacher.

Sources of Professional Literature

Students taking a methods course should become familiar with the literature that is available for business teachers and the publishing companies or professional organizations which publish the periodicals. Reading assignments made by the instructor of the course should be deliberately made so as to include as many of the periodicals as possible. This is a splendid opportunity not only to profit from the experience of other successful teachers but also to become familiar with the professional literature in the field.

These prospective business teachers should know something of the special features of each publication. For example, one might ask of the students: What are the distinguishing features of the BUSINESS EDUCATION FORUM? A response from the students might be expected such as: Eight issues of the FORUM are published during the school year by the United Business Education Association, a department of the National Education Association. The FORUM is written by business teachers for business teachers. Each issue features articles contributed by a group of selected business educators who discuss development in a certain area of business education. Thus, the experiences and thinking of a cross section of business educators concerning one subject is concentrated in one issue for easy reference by the teachers of that subject. There are also services columns in each issue written by outstanding teachers in each of the other subject areas. News of the unified associations, and information for sponsors of FBLA chapters are also published in the FORUM.

A part of the final evaluation of the students' work should include a check on their knowledge of professional literature in the field.

Professional Organizations

Another objective of the methods course should be to acquaint the students with their professional organizations. Too many beginning business teachers are going

into the field with very little knowledge or appreciation of the services offered by professional organizations. Special effort should be made to acquaint them with the advantages of being members of their local, state, regional, and national specialized organizations. Many of the professional organizations have made it possible for college seniors to become members at a reduced fee. Instructors of methods courses should encourage their senior students to join their professional associations under the student plan and renew their membership each year. A splendid way to arouse an interest in these professional associations is to take the seniors to some of the annual meetings.

The methods course should be geared constantly to up-to-date, reliable teaching practices. From the experience of the writer, the following objectives seem desirable: (1) to develop a knowledge of the historical background of teaching the subject, (2) to learn the need and techniques of thorough planning, (3) to develop reasonable skill in lesson presentation, (4) to become familiar with teaching aids and where they can be obtained, (5) to become familiar with professional literature for business teachers, and (6) to learn the value of belonging to professional organizations.

Typewriting

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recommended by the teacher for individual problems. The same timed writing is used for several days, and the students are urged to practice difficult reaches. Correct words per minute or gross words a minute scoring has replaced net words a minute scoring.

Our teacher realizes that all of his students, even the best, make errors; and since some of them may be able to take only one semester of typewriting, he introduces erasing during the latter part of the first semester. At least half of the period at this time is spent on drill work, on which no erasures are made, for improvement of technique. When erasing is taught, certain relative skills also are taken into consideration, such as realigning the paper, crowding, and spreading. The students are taught that poor erasures are just as undesirable as typographical errors, and they soon learn to evaluate their own corrections.

Drill, timed writings, and copy work become very monotonous, and so our teacher varies the classroom activities by giving dictation at the typewriter, by teaching composition at the machine, and by giving the students opportunity to turn out personal projects under his supervision in the classroom. He uses many different motivating devices, such as attractive bulletin board displays; he encourages students to contribute material for these displays and appoints bulletin board committees

from the various classes to keep the boards up to date. There are attractive, up-to-date progress charts in evidence — but something is missing! The students' names have been replaced by numbers, symbols, or nicknames so that identity is known only to the student and his teacher. He allows students (and not always the best ones) to help other students, especially those who have been absent, for he has found that this review on the part of the student-helper very often "fixes" an idea that has been somewhat vague; he has found also that, at times, students understand their fellow students better than they do their teacher.

Our model class learns to set up material by the judgment rather than the mathematical method because the latter method can become a crutch, which the students might carry with them to the office. Letter and envelope placement are handled in this manner by giving the students samples of well-placed letters and by limiting the kinds of letters to short and medium in length and modified block in style. Our teacher remarked: "It was a happy day when I learned the judgment centering method because before that time, I found myself teaching arithmetic in the typewriting classroom. I do not dread teaching tabulation any more."

Our alert teacher is always on the "prowl." He studies the work habits of his students; he helps them analyze their errors and provides the means for overcoming them; he watches his students with high I.Q.'s so they make the proper adjustment to skill learning. He uses definite constructive methods to provide for the differences between the fast and slow typists in the class. He realizes that even the slow student can find his place in the business world. He tries to find something on which he justifiably can compliment each student. He arranges students so that those with commensurate ability sit side by side; and he encourages students to compete with themselves by varying the goals of timed writings and by differentiating between the goal for the day — speed or control.

The students have been taught the value of the equipment they are privileged to use and the many ways in which they can care for the equipment. They are urged to report defects immediately; they are taught the proper method of loosening jammed keys to avoid bent type bars; they are taught to pull the paper release forward when they cover their machines to remove the pressure on the feed rolls. They are taught that improper erasures clog the machines. They learn that the ribbon control always should be on "black." (No more "no ink" complaints.) They learn to change the ribbon.

This teacher personalizes his teaching. On his first job, he found himself teaching as he had been taught; but upon investigation and experimentation, he found that there were new and better ways. He has taken the mystery out of typewriting — it is not uncommon to see him sitting at a student's typewriter with several around him who are having difficulty because he has found that it is easier and better to "show" than to "tell." He keeps pupils informed of their progress; he lets pupils know the basis on which they are to be graded and often

lets them share in the evaluation process. His pupils take a personal responsibility for the success of the class endeavor.

What a joy it is to watch this master teacher work! But, alas, what would happen if one day he should be absent — could any of us take his place?

Shorthand

(Continued from page 23)

The unit covering parts of the letter and standard forms includes a review of many principles already covered in the typewriting courses. The typewriting textbooks, however, in giving examples of the correct forms in writing addresses, salutations, and others, set up problems that are those of copying the correct form; when the student is faced with a decision about the form an address should take, his problem becomes very different. Practice in setting up letters of various lengths with different addresses, the correct salutation, and closing lines brings to the attention of the student the details that mark an acceptable letter.

Correct word division at the end of a writing line, the use of the hyphen, and standard rules of syllabication are combined into one unit. Each section considered is presented with the goal of bringing to the student's attention the acceptable forms and giving him opportunity to practice using such forms.

The marginal reminders given in some shorthand textbooks are of tremendous value in developing skill in punctuation. Since these marginal reminders have been included in the shorthand textbooks, the pre-transcription training is carried along with the study of shorthand theory and the need for formal study of punctuation rules is almost entirely eliminated. The students develop a punctuation "sense," which is of more value than all the "rules" could ever be.

Each unit of study in introduction to transcription begins with a preview of the reference manual and includes correcting and criticizing sentences taken from actual business letters—the same letters from which the drill sentences have been taken. Often there is not time in shorthand class to cover all the letters in the text; these letters are dictated for transcription when they are usable as illustrative material.

As soon as the class understands correct forms and knows the place to find the applicable rule in the reference manual, they type excerpts from business letters which contain examples of the problem under consideration.

After a unit is completed and standards of acceptable practice are established and understood, the student is held responsible for applying these standards in the transcription of the dictation in the daily shorthand class. And as soon as a unit is completed, the dictation material in the shorthand class is "packed" with examples of that unit. Dictation in subsequent weeks contains opportunities to recall and apply all the rules studied. Such constant practice in the application of "transcription English" develops in the transcriber a feeling of confidence and an ability to produce mailable letters.

Know Your UBEA

The Representative Assembly Gives Counsel and Direction to Activities of the United Associations

The forward-looking business educators who conceived UBEA as the integrating and unifying force in business education also created the Representative Assembly. As the counseling body of the Association, the UBEA Representative Assembly is the instrument through which each affiliated association may have a voice in the initiation, appraisal, and revision of the activities of the Association. Another function of the Representative Assembly is to keep the National Council for Business Education informed of suggestions and reactions from individual members and affiliated groups.

Each affiliated group is entitled to one delegate and one alternate for each fifty UBEA members or fraction thereof in each affiliated district, state, or local group. Since conditions vary widely throughout the United States, there is no prescribed pattern for naming delegates to the Representative Assembly. Some associations elect the delegates at the annual meeting or in executive committee sessions. Others find it necessary to empower the president or officers of the association to appoint the delegates. The 1948 Representative Assembly recommended that whenever possible the president of the affiliated group and the state membership chairman be named among those to represent the state affiliated association. Expenses of delegates to the Representative Assembly are borne by the affiliated association or by the delegates themselves.

The Representative Assembly convenes annually (usually in the same city and on the second day of the annual meeting of the National Education Association) or by UBEA regions with the sessions held prior to or concurrently with conventions of the united regional associations. In those regions in which there is no unified association, a Representative Assembly may be called by the National Council for Business Education for the purpose of receiving instruction and advice with regard to policies, activities, and action which it has under consideration and which apply specifically to the region in which the Assembly is called.

In addition to the delegates named by the affiliated associations, the Representative Assembly brings together members of the National Council for Business Education, editors of UBEA publications, state membership chairmen, officers of unified regional associations, chairmen and advisers of FBLA committees, members of the National FBLA Board of Trustees, officers of affiliated groups, and others who are contributing to the united program of services. These resource persons give and receive help with the organizational problems of the Assembly.

The assembly delegates bring to the regional and national meetings suggestions from their groups as to better ways in which the services of the united associations can be made more effective for

classroom teachers. Delegates are charged with the responsibility of transmitting to their respective groups the reports and deliberations so that members of the affiliated organizations are fully informed regarding the activities and program of the national UBEA. Proposals affecting the policy of the united associations may be submitted to the UBEA Executive Director or to the regional representative on the Council six weeks in advance of the meeting. Proposals affecting constitutional changes must be accompanied by twenty-five signatures of members of the United Business Education Association.

It is hoped that the gains made since the first group of delegates met (July 4, 1948) will inspire business teachers everywhere to unite further under one banner and march forward together. The co-ordination of activities and professional effort by the united associations will hasten progress toward the goal we seek for all—better business education.



DELEGATES . . . A group consciousness of having a real and vital part in the work of their professional organizations was evident at the Southern Regional Assembly (bottom) in Birmingham and the Eastern Assembly (top) in New York.

UBEA IN ACTION

Your Business Education Day Proclamation

The week of June 13-19, 1954, was proclaimed Business Education Week by the Mayor of Dallas, Texas. Why? Because two very important business education meetings were held there. Future Business Leaders of America, the rapidly growing organization for business students, opened its convention on June 13. This was followed immediately by the annual convention of the Mountain-Plains Business Education Association.

Is business education important to you? Do you depend upon it for your daily bread and butter? If so, isn't it much more important to you than it was to the city of Dallas? Why don't you, therefore, proclaim *today* as Business Education Day for 1955 and recruit a new member for UBEA.

Every professional business teacher is offered a two-fold opportunity through his UBEA membership to help business education and himself. Let's look at it first from a selfish viewpoint. Comprehensive membership service brings him the BUSINESS EDUCATION FORUM and THE NATIONAL BUSINESS EDUCATION QUARTERLY. Each monthly issue of the FORUM contains articles on shorthand, typewriting, bookkeeping and accounting, clerical practice and office machines, basic business, distributive occupations, and office standards as well as special sections on each of these subjects in turn. The QUARTERLY is devoted to the major professional areas of business education. Basic service includes subscription to the BUSINESS EDUCATION FORUM. Both types of service provide for participation in regional conventions, voting privileges, and other projects designated by the Executive Board.

Now let's look at it from the viewpoint of helping business education over the United States and especially in the UBEA regions. Since UBEA has had a full-time Executive Director in Washington, business education has taken its rightful place in the whole picture of education. In a few short years, it has received the recognition from school administrators and colleges of teacher education that its large enrollment warrants. The members of UBEA have made this possible.

Beginning this year, part of each membership fee is returned to the region in which the member lives. Every business teacher in the various regions should

BIG BUSINESS SUCCEEDS THROUGH COOPERATIVE EFFORT

Contributed by CLYDE BLANCHARD, Vice President, Mountain-Plains Business Education Association, a Region of UBEA

Big Business succeeds through *cooperative* effort. Business Education is Big Business. Business executives worthy of the name constantly seek the help of others. They know that the best help comes from associations through their research, their publications, and their many services.

When businessmen want help from business educators, to whom do they turn? To individual teachers? Not often. They request the services of the United Business Education Association and its affiliates. An inspection of the mail and telephone logs at the UBEA headquarters office in Washington, D. C., will convince you that Business Education is Big Business.

Fifty years ago, I started my business training. As I look back at fifty years of progress in our methods, our instruction materials, and our physical equipment, I can give credit to only one major source of this tremendous improvement — the cooperative effort of business educators through associations.

Everyone of us, members and non-members, have a debt of gratitude that we can never repay to our associations and to the unselfish and untiring efforts of the membership and officers of our associations for their day-in and day-out contributions to the betterment of our profession.

And yet, two-thirds of the business educators of this country seem content to benefit from the contributions of the remaining one-third by remaining passively on the sidelines, outside their regional and national associations.

I can think of only one reason, and I am ashamed to mention it in print, but the time has come to do so. That reason, in my opinion, is the nominal annual dues of \$5 to \$10, depending upon the scope of membership and the variation in regional dues.

When businessmen call upon business educators for consultative services, as they frequently do, the hourly fee ranges from \$3 to at least \$10.

have a part in deciding how these funds will be used. The business teacher can have this opportunity and accompanying benefit by belonging to his National UBEA. This is an opportunity that no

Business educators charge and receive for one hour's services as much as they have to pay for an entire year's services from such members of UBEA as Paul Lomax, Hamden Forkner, E. C. McGill, Theodore Woodward, Gladys Peek, Ted Yerian, Bob Slaughter, Lloyd Douglas—just to mention a few of our UBEA members who gladly and yet at considerable sacrifice are doing all in their power to help you and me to do a better job.

I realize that most of the readers of what I am writing are members of UBEA; therefore, we must again depend upon cooperative effort to solve this major stumbling block to our professional growth.

You will recall that most successful business slogan: "Ask the Man Who Owns One." We *know* the benefits of members in our Associations. Each of us is that man. We must do more than wait for our non-members to ask us. We must take the initiative and see to it that we are asked.

There isn't one member who cannot get another member if he will but take a few minutes to tell a non-member of the help and stimulation he has received from personal contacts with other members and conventions, from their contributions in the BUSINESS EDUCATION FORUM and our quarterlies, from the research that is being carried on by UBEA members and reported in both the FORUM and THE NATIONAL BUSINESS EDUCATION QUARTERLY.

So, you see, we do not have one large difficult problem; we have only an easy and pleasant task—getting one member for UBEA.

Need I say more? No business teacher worthy of the name dare try to do it alone. I am convinced that none wants to. So let's say to the non-members, "Come on in with the rest of us. We want to help you; we know you can help us."

Recruit a new member today. Let's work cooperatively in 1955. You cannot make a richer investment for such a nominal cost.

business teacher who is really professional can afford to pass by.

Proclaim *today* as Business Education Day for YOU!—DOROTHY TRAVIS, UBEA Treasurer, Grand Forks, North Dakota.

You Have A Date!

April 3-5, 1955. Western Business Education Association, San Diego, California*
June 12-14. Future Business Leaders of America, Chicago, Illinois
June 16-18. Mountain-Plains Business Education Association, Denver, Colorado*
July 3-8. National Education Association, Chicago, Illinois*

*UBEA Representative Assembly will be held in connection with this meeting.

NBETests

A new revised series, No. 19-50, of the NBETests will be available for use in Official Test Centers beginning April 1. This is the second in a series of equated forms prepared under the direction of a nationally known professional test construction expert for the UBEA-NOMA Joint Committee on Tests.

The National Business Entrance Tests are sponsored jointly as a non-profit professional service to business educators and businessmen by the United Business Education Association and the National Office Management Association. The test items are prepared by competent specialists in each area tested—people who are now teaching the skills included in the tests. All test items are subjected to adequate try-outs and statistical treatment under the supervision of the test construction expert in order to insure the validity of the tests. The UBEA-NOMA Joint Committee on Test believes that this second form in the equated series to be an improved development in testing procedures for business screening purposes.

The new revised series, 19-50, may be given in official test centers during April, May, and June, and under certain conditions during other times of the year. A nominal fee of \$1 for each skill test is charged to cover the costs of test production, printing, distribution, free scoring service, and certification to those who qualify for the Certificate of Proficiency. This fee also covers an administrator's manual and a copy of the Business Fundamentals and General Information Test for each skill test examinee.

An information booklet is available which describes the tests and contains all essential information needed to participate in or establish an official test center. The booklet points out that only a minimum of five examinees is needed to establish an official test center. The booklet contains interesting factual information about the history of the NBETesting program since its beginning in 1937.

Complete statistics showing the growth of the testing program is included in the eight-page booklet. The names of cities in the United States, Canada, and Hawaii having official test centers are included. Complete suggestions are included so that any school can become an official test center without any difficulty.

Sample tests of previous series may be secured for examination and review. The tests are available at \$.50 a single test, or in sets of six tests for \$2. Quantities of 25 tests, alike or assorted, are provided at \$5.

Write, telephone, or wire the *Joint Committee on Tests*, 132 West Cheltenham Avenue, Philadelphia 44, Pennsylvania, for the eight-page booklet giving complete details.

International

Hamden L. Forkner, past president of the U. S. Chapter of ISBE, has been granted a part-time leave of absence by Teachers College, Columbia University, to direct a study which will determine the need for technical education in Mexico. This cooperative undertaking of Teachers College with the Mexican Government holds great promise for the future relations between the United States and that country. It will contribute much to the goals established by the present Government of Mexico in increasing the levels of living of its people.

Dr. Forkner's activities will be concerned with recruiting a technical staff of consultants to take to Mexico and then directing them in working with technicians in Mexico for the purpose of carrying out the following major steps:

1. To determine which Mexican industries have an immediate and future need for highly skilled employees. This will virtually be a "door-to-door" canvas of every industry in Mexico, in every section of the country from tropical, desert, and coastal areas to high plateau regions.
2. To learn the technological skills needed to advance the Mexican economy.
3. To see if the best use is being made of existing technical personnel.
4. To learn what new developments in Mexican industry should be taken into account in training technicians.
5. To determine the technical education best suited to Mexico's expanding economy.

The project is financed by the Foreign Operations Administration's Technical Assistance Program with the Mexican Government also contributing a major amount toward Mexican technicians who will participate in the study.

Representative Assembly

The second in the series of UBEA Regional Representative Assemblies will be held concurrently with the Western Business Education Association and California Business Education Association conventions at the Hotel del Coronado in San Diego on April 4-5. Theodore Woodward, president of UBEA, will preside.

In addition to hearing progress reports, the delegates of the united associations will meet to consider state, regional, and national association problems. Each affiliated association is urged to report the names of the official delegates to the UBEA Executive Director on or before March 15. A copy of the agenda and background materials will be mailed to the delegates prior to the meeting.

Arrangements for the Assembly are under the direction of the UBEA Executive Board members in the Western Region—Albert C. Fries, Phillip B. Ashworth, Theodore Yerian, and Edwin Swanson.

Consumer Education

The Committee in Cooperation with Other Agencies Interested in Consumer Education of the UBEA has cooperated with the newly organized Council on Consumer Information.

Heading this new council is Ray G. Price, University of Minnesota, and former president of UBEA. Other business teachers who have been active in the group are Gladys Bahr, Stephens College, editor of the CCI NEWSLETTER, and basic business editor of the FORUM; and G. E. Damon, director of field services, National Association of Secondary School Principals.

The intensive research of the new organization has been published in their pamphlets, (1) "Consumers Look at Farm Prices," (2) "Consumers Look at 'Fair Trade' Laws." These may be obtained from the Executive Secretary, Warren Nelson, Miami University, Oxford, Ohio.

The first annual conference of the Council on Consumer Information will be held in Dayton, Ohio, April 8-9. Sylvia Porter, financial editor of the NEW YORK POST, will be the featured speaker. Many authors of consumer education books, Fred T. Wilhelms, Elvin Eyster, Arch W. Troelstrup, Leland Gordon, Howard Bigelow, Persia Campbell, Margaret Reid, Jessie Coles, and others will participate in the program. Representatives of business and government will also take part in the two-day discussions.

Anyone interested in consumer education is urged to attend the Conference.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Alabama Business Education Association
 Arizona Business Educators' Association
 Arkansas Education Association, Business Education Section
 California Business Education Association
 Chicago Area Business Educators' Association
 Colorado Business Education Association
 Connecticut Business Educators' Association
 Delaware Commercial Teachers Association
 Florida Business Education Association
 Georgia Business Education Association
 Greater Houston Business Education Association
 Idaho Business Education Association
 Illinois Business Education Association
 Indiana State Teachers Association, Business Education Sections
 Inland Empire Commercial Teachers Association
 Iowa Business Teachers Association
 Kansas Business Teachers Association
 Kentucky Business Education Association
 Louisiana Business Education Association
 Maryland Business Education Association
 Minnesota Business Education Association
 Mississippi Business Education Association
 Missouri State Teachers Association, Business Education Section
 Montana Business Education Association
 Nebraska State Education Association, District I and District IV
 New Hampshire Business Educators' Association
 New Jersey Business Education Association
 New Mexico Business Education Association
 North Carolina Education Association, Business Education Section
 North Dakota Education Association, Business Education Section
 Ohio Business Teachers Association
 Oklahoma Commercial Teachers Federation
 Oregon Business Education Association
 Pennsylvania Business Educators Association
 Philadelphia Business Teachers Association
 St. Louis Area Business Education Association
 South Carolina Business Education Association
 South Dakota Commercial Teachers Association
 Tennessee Business Education Association
 Texas State Teachers Association, Business Education Section
 Tri-State Business Education Association
 Utah Education Association, Business Education Section
 Virginia Business Education Association
 Washington (Eastern, Central, and Western) Business Education Association
 West Virginia Education Association, Business Education Section
 Wisconsin Business Education Association
 Wyoming Business Education Association

WESTERN REGION

California

On April 3, 4, and 5, the San Diego Section of the California Business Education Association will be hosts to UBEA, WBEA, and CBEA at the famous Hotel del Coronado.

Registration for the Convention will begin at 3:00 P.M. on Sunday, April 3. D. D. Lessenberry of the University of Pittsburgh will open the Convention as the main speaker on the Sunday evening program at 7:00 P.M. Social activities and refreshments will follow at 9:00 P.M.

Monday morning will be reserved for college breakfasts. Monday morning will also feature two sectional meetings—each in the areas of shorthand, typing, bookkeeping, and office machines; and salesmanship. Each section will have a chairman who will present the featured speaker, a nationally-known business educator, among whom will be Madeline Strony, D. D. Lessenberry, Peter Agnew, Vernon Musselman, Edith Schnell.

On Monday noon the CBEA, Southern Section, will hold its Spring meeting, as will the American Business Writing Association, and the California Association of Distributive Education. Monday afternoon will be devoted to tours of the San Diego Zoo and San Diego Bay, demonstrations by national representatives of International Business Machines Corporation, Remington Rand, and A. B. Dick Company, and also a meeting of college business educators.

Annual Banquet

The highlight of the Convention will be the banquet on Monday evening, at which Edwin A. Swanson, president of WBEA, will act as chairman. Kenneth McFarland, chosen as the outstanding national business speaker by the U. S. Chamber of Commerce, will give the main address. Dr. McFarland is being sent to the Convention by the American Trucking Associations, Incorporated.

On Tuesday morning the fraternal clubs will gather at breakfast. (Theta Alpha Delta fraternity has scheduled its first national convention for April 2 at

the Hotel del Coronado.) The morning sectional meetings will present the same outstanding speakers heard on Monday, who will cover a different phase of their subject areas. The convention is scheduled to close with a luncheon at 12:45 P.M. and an outstanding speaker.

Business teachers are urged to make this convention week a family vacation. Activities such as swimming, dancing, and tennis are available at the hotel. Baby sitters will be provided for those families needing them. For those wishing to come to San Diego on Saturday or to stay after the official close of the Convention, information will be available on deep sea fishing trips, shopping and Jai Alai games in Tijuana, Mexico, the marine exhibit and aquarium at Scripps Institute of Oceanography, Palomar Observatory, Naval installations, and other points of interest.

Idaho

Clisby Edlefsen was moderator of a panel which discussed pertinent questions on shorthand, typewriting, and bookkeeping at the fall meeting of the Third District of the Idaho Business Education Association. The questions discussed were submitted by business teachers who were concerned with particular problems.

Hazel Mary Roe, Boise Junior College, described the National Business Entrance Tests program sponsored by UBEA and NOMA. Rose Voget, IBEA President, spoke to the group on the topic, "Building the Profession." Easter Geertson, chairman of the Third District, was in charge of the meeting which was held in Boise.

Fourth District

Edith Nancolor presided at the fall meeting in Twin Falls. She presented the guest speaker, Sterling Larson, president of the Twin Falls Chamber of Commerce, who spoke on "What Business Teachers Can Do to Improve Employability of High School Graduates."

The following persons directed panel discussions: Bookkeeping and Accounting, Helen Deitz; Shorthand, Irma Ringwood; Office Practice, Alice Cole; and Typewriting, Dorothy Pressey.

Utah

At the annual meeting of the Utah Business Education Association Opal Christensen of Salt Lake City was elected president for the coming year. Miss Christensen is an assistant professor in the Department of Business Education and Secretarial Training at the University of Utah.

Other officers elected are: Julian Wood, Tooele High School, first vice-president; James L. Herndon, Davis High School, second-vice president; Mary Markosian, University of Utah, secretary; Eva Summers, Olympus High School, treasurer; Joseph Smith, Lehi High School, chairman of the auditing committee; Wendell Bayles, Dixie College, chairman of the membership committee; Byron Smith, Weber High School, Elizabeth Hall, Cyprus High School, and Helen Lundstrom, Utah State Agricultural College, members of the board of directors; and Russell Stanfield, Brigham Young University, A. W. Stephenson, College of Southern Utah, and Merie Bosh, Granite High School, members of the nominating committee.

After the business meeting the group divided into two sections. S. J. Wanous, of the University of California at Los Angeles, was guest consultant at the typewriting section.

A panel, consisting of Alien Russon, University of Utah; Merie Bosh, Granite High School; and Edward Vietti, Weber College, led the discussion in the shorthand-transcription section.

SOUTHERN REGION

Hulda Erath, *News Editor*

Arkansas

The Arkansas Business Education Association met in Hot Springs on November 4. D. D. Lessenberry, of Pittsburgh, Pennsylvania, was the guest speaker. The title of his talk was "Effective Techniques in the Teaching of Typewriting." Two hundred business teachers were present.

A report was given by the Ford Foundation Committee on the findings of the two-year study on the required competencies of the beginning business teacher and the recommendations concerning certification of business teachers in Arkansas. Gladys E. Johnson, president of the association, presided.

Nadine Marcum, North Little Rock High School, reported on the progress of plans for the SBEA Convention. Other reports were given by the chairman of

the Handbook Editorial Committee, Roy Weedin of Arkansas Tech; and the chairman of the Constitution Committee, Katherine Green, Henderson State Teachers College. These reports reflected the sincere and earnest effort for continued progress in the professional growth of the business teachers of the state. At the conclusion of the program the following officers were elected: President, Fred Basco, Arkansas State Teachers College, Conway; vice president, Edyth Griffin, High School, West Memphis; secretary, Nadine Marcum, High School, North Little Rock; and treasurer, Katherine Green, Henderson State Teachers College, Arkadelphia.

Delegates named to attend the UBEA Representative Assembly in Little Rock are the new president, Mr. Basco, and Ethel Hart of Fairview School, Camden.

Mississippi

The first annual Mississippi Business Education Association fall meeting was held at Mississippi Southern College in Hattiesburg on November 6. Approximately 32 different schools were represented by 73 individuals at this meeting.

The program was an inspirational one with outstanding educators and businessmen taking part. Clyde I. Blanchard, University of Tulsa, Tulsa, Oklahoma, was the guest speaker. His topic was "What I Have Learned in Fifty Years of Teaching."

In the afternoon, Joseph A. Greene, Jr., Mississippi Southern College, served as moderator for the panel discussion on "Economic Education and the Business Teacher." Educators, labor representatives, and businessmen participated in this discussion.

The MBEA sponsored fall meeting has replaced the eight district conferences originally called for in the MBEA Constitution.

Louisiana

Andrew H. Ferguson, Linville High School, Linville, presided at a meeting of the Executive Council of the Louisiana Business Education Association held in Alexandria in December. Plans were made for the November, 1955 convention program and for the promotion of UBEA-SBEA membership.

After the morning business session, the council members engaged in an informal discussion of current problems and topics of interest. When the meeting finally adjourned, everyone went his way with the feeling that 1955 will be a great year for LBEA and UBEA-SBEA.

South Carolina

James R. Meehan, Hunter College, New York City, will be the featured speaker at the thirty-fourth annual spring convention of the South Carolina Business Education Association which will convene in Columbia, on March 18. Dr. Meehan will use "Changing Emphasis in Business Education" as the subject of his address.

The business meeting is scheduled at 9:00 A.M., in the University of South Carolina Chapel. Edna Lunden, vice president, and Jacqueline Douglas, secretary, will be in charge of registration.

The annual luncheon, followed immediately by the inspirational program, will be held at 1:00 P.M., in the Laurel Hill Coffee Shop at 1844 Assembly Street. Reservations for the luncheon should be made with Evelyn Pope Simmons, Secretarial Science Department, University of South Carolina, by March 15. The price of the luncheon is \$1.75.

North Carolina

The theme of the Fourteenth Annual Business Education Conference to be held at The Woman's College of the University of North Carolina, Greensboro, on April 2, is "Integration of Basic Fundamentals in the Existing Business Education Curriculum." This annual conference is the highlight of professional meetings of business teachers of North Carolina. For details of the conference, write to Mathilde Hardaway, Department of Business Education, The Woman's College of the University of North Carolina, Greensboro, North Carolina.

Tennessee

The UBEA president, Theodore Woodward, George Peabody College, Nashville, will address the Business Education Section of the Tennessee Education Association at the luncheon meeting on April 1. The meeting will be held in Nashville.

It is hoped that all business teachers will be present for the 1955 annual meeting. A business session will be held at the close of the luncheon.

Officers for the current year are as follows: president—Paulyne Lamb, West End High School, Nashville; first vice-president—Mrs. G. P. Robertson, Central High School, Jackson; second vice-president—Gene Boyd, Martin College, Pulaski; and secretary-treasurer—William L. Merritt, Jr., Lanier High School, Maryville.

IN ACTION

CENTRAL REGION

Ohio

Many Ohio business teachers are already looking forward to a wonderful time at the two-day convention of OBTA to be held in Cleveland, on April 22-23, at the Hotel Cleveland.

Mabel Collins of Central High School in Columbus is the president of this active group. John C. Frakes, director of business education, Cleveland, is vice president and also chairman of the general planning committee. Galen Stutsman of Bowling Green State University is secretary-treasurer.

On Friday, the out-of-town teachers may visit schools, or participate in tours of outstanding business organizations. Varied entertainment will be furnished that evening.

Saturday's program will include exhibits, hospitality room, sectional meetings, panel discussion, and luncheon followed by an outstanding speaker.

Indiana—Indianapolis Section

The Indianapolis Business Education Section of the Indiana State Teachers Association held its fall meeting in Manual High School. Hubert C. Bowers, Martinsville, presided. Robert E. Slaughter, McGraw-Hill Book Company, New York City, spoke on "Business Education in These Times." Paul F. Muse, State Teachers College, Terre Haute, led a panel discussion on "Personality Traits, Knowledge, and Skills."

Lois J. Nickel of Terre Haute was elected president of the group for the current year. John Mark Johns of Tipton was elected vice president.

St. Louis

The winter meeting of the St. Louis Area Business Educators' Association was held on January 29 at the Downtown YWCA. The program committee was successful in securing as a speaker, Lon Hoeker, a local attorney. The topic of his address was "When You Need a Lawyer." He discussed the many aids an attorney can give his clients. An interesting question and answer period followed.

Northwestern Ohio

The Northwestern Ohio Business Education Section met in Toledo on October 29. The first session consisted of

a business meeting and election of officers. Clark Dimler, Waite High School, Toledo, is the new chairman and Dorothy Dempster, High School, Spencerville, is secretary.

Paul A. Carlson, Wisconsin State College, Whitewater, was guest speaker. Dr. Carlson presented much valuable information on the teaching of business subjects. He distributed cards on which his audience wrote questions. The response of the group was so great that time was called before all the questions were answered.

MOUNTAIN-PLAINS REGION

Texas, Western Area

Harold Vail, chairman, Department of Business Education, Howard County Junior College, Big Spring, was elected president of West Texas Business Teachers Association at its fall meeting in Lubbock.

The other officers elected are as follows: vice president, Mildred Willig, Howard County Junior College; secretary-treasurer, Betty Ratliff, Big Spring High School; chairman of secretarial section, Marjorie Hendrie, Phillips High School; and chairman of accounting section, G. A. Murphey, Wayland College, Plainview.

Approximately 60 teachers attended the sessions. Speakers included Howard E. Golden, professor of marketing, Texas Technological College, Lubbock; A. B. Watkins, credit executive of Lubbock; Luta P. Eaves, assistant professor of accounting, Texas Tech; L. Edwin Smith, certified public accountant, Lubbock; Velma Anderson, Dumas High School; and John L. Rowe, Northern Illinois State Teachers College, DeKalb.

South Dakota

Hulda Vaaler, University of South Dakota, and Peter L. Agnew, New York University, were the guest speakers at the annual fall meeting of the South Dakota Business Education Association held in Huron.

Officers of the association for the current year are as follows: president, Mayme Van Gerpen, Springfield; vice president, Pauline Pearson, Rapid City; secretary, Marvin Schamber, Alexandria; and treasurer, Dorothy Hazel, Brookings.

Ada Brown, Washington High School, Sioux Falls, was elected state representative to serve on the Mountain-Plains Business Education Association's executive board.

EASTERN REGION

New Hampshire

Barbara Ritchie of Keene was elected president of the New Hampshire Business Educators' Association at the fall meeting held in Concord. Elsie Keene of Exeter is vice president; and Elizabeth Annis of Charlestown, is the new secretary-treasurer.

Regis Horace, Plymouth Teachers College, spoke briefly on recruitment of business teachers during the business session. Following the business session, Gilbert Kahn, chairman of the Department of Business Education, East Side High School, Newark, New Jersey, spoke to the group on the similarities of teaching bookkeeping, stenography, and other business subjects.

Pennsylvania

Morgan Foose of Neffsville was elected president of the Pennsylvania Business Educators' Association at the annual business meeting held in Harrisburg on December 28. Other officers elected for 1955 are as follows: first vice-president, Renetta Heiss, Altoona; second vice-president, Kenneth Shultz, York; secretary, Edith Fairlamb, Reading; and treasurer, William Whiteley, Reading. Betty Hutchinson of Collingdale was re-elected news editor.

The feature of the meeting was a talk by Thomas Martin, director, Department of Business Education, State Teachers College, Bloomsburg. Dr. Martin spoke on the subject "How Can Business Educators Teach for Democratic Living?" He emphasized two main points: (1) that all high school students somewhere along the line should be required to take at least one basic business course, and (2) business teachers of skill subjects should take advantage of every conceivable opportunity to emphasize and discuss points involving economics and government.

Wyoming

Robert Hitch, president of the Wyoming Business Education Association, has announced the appointment of Cassie O'Daniel, Cheyenne, as chairman of the Committee on Business Teacher Recruitment; and Margaret Chastain, Worland, as chairman of the Membership Committee. Dr. Hitch has also announced the appointment of Byron Kinder of Newcastle as editor of the Wyoming publications.

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

A One-Day Work Project for FBLA Chapters

Contributed by Doris Bankston

THE PONCHATOU LA CHAPTER of FBLA felt that it was falling short of developing a close relationship between the school and business. Since this is one of the FBLA objectives, some of the members wanted to do something about it. A few of the members had never worked in any business and knew few of the businessmen in the small town of 6000 population. The possibility of each student working a day in the business of his choice was the project discussed, proposed, and voted upon at a general chapter meeting.

Names of the students interested in working and their choices as to type of business were listed. The project was planned for a Saturday with 25 of the 80 members participating. Some of the members were unable to accept assignments because of Saturday employment, transportation difficulties, or previous commitments for the day selected.

Letters were written and mailed to more companies than there were students available for work. This was done because of the likelihood that some businessmen would not be able to cooperate and others would be unable to do so in such a way as to give the student a profitable experience. Most of the letters were answered immediately, either by returning the form or by a telephone call to one of the sponsors. The businessmen were eager to cooperate!

A schedule was established. Students were placed as nearly as possible in the type of business they had requested. Conferences were held to discuss work hours, appropriate dress, responsibility, behavior, and the like. All were ready when the project day arrived.

At the chapter meeting following the work-experience project, the office activities were discussed. The students related some interesting experiences which indicated that they had gained insight into the real functions of the office as a part of a business organization. Some of the businessmen insisted on paying the chapter for the work of members even though it was stated in the letter that the work was to be without remuneration.

Activities in which the members participated for the first time included the following:

- Received and placed telephone calls
- Sold merchandise to customers
- Restocked shelves and marked prices
- Took dictation and transcribed notes
- Addressed envelopes
- Typed form letters to be mailed
- Prepared file folders
- Filed correspondence

NOTE: The contributor, Miss Bankston, is a graduate student at George Peabody College for Teachers while on leave from Ponchatoula (Louisiana) High School.

- Checked in subsidiary ledgers to locate errors
- Typed information on insurance policy forms
- Checked invoices
- Operated cash registers and prepared deposits
- Operated bookkeeping and other office machines.

The members who participated wrote short reports for the FBLA file. It was thought that the reports would be helpful in planning next year's project.

The members suggested that next year's project be carried out earlier in the school term so that all the members could participate. Also, that more than one day be used for the project. A rotation process was suggested which would enable the students to explore more jobs. It was thought that a means of identification such as the FBLA emblems, armbands, or badges, should be worn so that the general public might recognize the workers as members of the local chapter of the Future Business Leaders.

February 19, 1954

Dear . . . :

Since one of the purposes of our Future Business Leaders Chapter is to develop a closer relationship between high school training and the business world, our members have expressed a desire to become better acquainted with our local businesses.

Approximately twenty-five students would like to work (without receiving any remuneration) on Saturday, March 6, 1954. They will be expected to follow your instructions in doing whatever type of work you think they are capable of performing in your business. Surely a student could learn much that day, if it is from only observing the work of your regular employees.

If you can cooperate with us in this project, will you please fill in and return the form below. As soon as this information is received, you will be notified as to the person or persons who will report to you for a work assignment.

Sincerely yours,

Sponsors of Chapter 321
Future Business Leaders

(Detach here and return to Ponchatoula High School)

I am interested in using an FBLA member on March 6, 1954.

I prefer _____ girls. I prefer _____ boys.
(no.) (no.)

They should report for work at _____ o'clock.

Name _____

Name of
Company _____

Teaching Aids

(Continued from page 26)

COINS AND CURRENCY OF THE UNITED STATES, HISTORY OF THE MOTTO "IN GOD WE TRUST," FACTS ABOUT UNITED STATES MONEY.

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LIST OF FREE SOURCE MATERIAL ON HEALTH AND GROOMING, a catalog of free materials on personal hygiene as it affects the worker.

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Department of Health, Education, and Welfare, Washington 25, D. C.

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Research in General Business

(Continued from page 29)

business and economic terms identified were selected for inclusion in a test administered to graduating high school students to determine how many of the terms they understood.

Sources of Data. One hundred twelve issues of the major sources of business and economic news, including newspapers, periodicals, and Associated Press and United Press news releases were analyzed. In the 1,351 articles devoted to a discussion of business or economic information, 5,188 business and economic terms were found. The test of 100 selected terms was administered to 222 high school graduating seniors.

Apply to the Librarian of the School of Education, Indiana University, Bloomington, Indiana, or to Main Library, Indiana University. The study represents the Ed.D. thesis of Dean R. Malsbary, completed in 1952.

A magazine article dealing with this study appeared in *Beacons on Business Education*, May, 1954, p. 3.

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- Shorthand (October) *Editor*—Dorothy H. Veon, Pennsylvania State University, State College, Pennsylvania; *Associate Editor*—Mina M. Johnson, Ball State Teachers College, Muncie, Indiana.
- Typewriting (November) *Editor*—John L. Rowe, Northern Illinois State Teachers College, DeKalb, Illinois; *Associate Editor*—Dorothy Travis, Central High School and University of North Dakota, Grand Forks, North Dakota.
- Bookkeeping and Accounting (December) *Editor*—Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia; *Associate Editor*—William Selden, State Department of Education, Harrisburg, Pennsylvania.
- Modern Teaching Aids (January) *Editor*—Lewis R. Toll, Illinois State Normal University, Normal, Illinois; *Associate Editor*—Mary Bell, San Francisco State College, San Francisco, California.
- General Clerical and Office Machines (February) *Editor*—Mary E. Connelly, Boston University, Boston, Massachusetts; *Associate Editor*—Regis A. Horace, State Teachers College, Plymouth, New Hampshire.
- Basic Business (March) *Editor*—Gladys Bahr, Stephens College, Columbia, Missouri; *Associate Editor*—Howard M. Norton, Louisiana State University, Baton Rouge, Louisiana.
- Distributive Occupations (April) *Editor*—Willard M. Thompson, Sacramento State College, Sacramento, California; *Associate Editor*—John A. Beaumont, State Department of Education, Springfield, Illinois.
- Office Standards and Cooperation with Business (May) *Editor*—Fred C. Archer, State Teachers College, St. Cloud, Minnesota; *Associate Editor*—Vern Frisch, New Rochelle High School, New Rochelle, New York.

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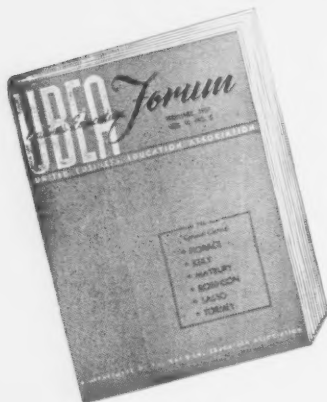


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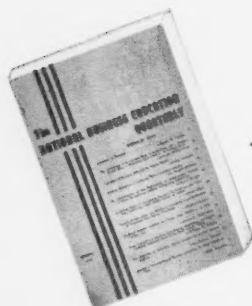
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- Mar. Basic Business
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UBEA is a democratic organization. The association provides for a Representative Assembly composed of delegates from the affiliated associations. Any member of **UBEA** may attend the annual meeting of the assembly, but only delegates have voting privileges. Forty-eight district, state, and local associations of business teachers are affiliated with **UBEA**.

UBEA's Executive Board (National Council for Business Education) is the governing body. It is composed of three board members representing each of the five regions, the presidents of the four **UBEA** Divisions, the presidents of the unified regional organizations, and the **UBEA** officers.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as comprehensive members of **UBEA**.

UBEA sponsors more than 1000 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—the National Business Entrance Tests, published and administered by the **UBEA-NOMA** Joint Committee on Tests, and the Students Typewriting Tests which are published independently by the **UBEA**.

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A Department of the National Education Association

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